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ABSTRACT

A series of reports reflecting the activities of the Community College Humanities Association (CCHA) are presented in these proceedings. The first article, "Teaching Professional Ethics: Proceed, But with Caution," by Richard A. Wright, argues that extreme care must be taken in developing and teaching professional ethics, discussing what is involved in ethics instruction and the problems that may arise. The next sections provide the proceedings of the annual meetings of CCHA's Central, Eastern, Pacific-Western, Southern, and Southwestern Divisions, including the presidents' reports and minutes of the business meetings. In addition, the proceedings of the Board of Directors meeting, and report of the Committee on the Status and Future of the Humanities are provided. The following sections contain a bulletin of upcoming events, a list of CCHA general endowment fund contributors, membership lists, the CCHA constitution, and a list of standing committee members. (AYC)

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THE COMMUNITY COLLEGE HUMANITIES ASSOCIATION

Number 6

1984-1985

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CCHA Membership List and Constitution

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PROCEEDINGS OF

THE COMMUNITY COLLEGE HUMANITIES ASSOCIATION

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Teaching Professional Ethics: Proceed, But With Caution

Richard A. Wright

It is currently in vogue to talk about incorporating "values" into professional curricula and courses in professional ethics, particularly medical ethics, nursing ethics, and business ethics, are increasingly common. The reasons for this are many, and numerous "how to's" certainly need to be discussed. At the same time, we must carefully consider what such teaching involves, since professional ethics is best not taught at all if it cannot be done well. We do students, and society as a whole, a great disservice if we merely turn out people who know just enough to be arrogant, and think they have all the answers to ethical problems. Yet, if we do not exercise extreme caution in developing and teaching professional ethics, our result will be precisely that. To see this, let us consider what teaching professional ethics involves, and where problems arise.

The students to whom professional ethics will be taught are invariably enrolled in a technical degree program. ("Technical" is taken to cover any non-liberal arts areas, not just engineering, nursing, and the like.) This causes three special problems which must be addressed in planning a course. First, because of their technical training, students must usually be shown how human values are of any professional concern, since the technical areas are usually seen as "value free," or "value neutral." This involves more than just values clarification and Kohlbergian moral stage development. There is, in addition, the need to sort out the full depth to which values influence professional judgment and activities. Since students are operating at different stages of moral reasoning, an instructor must be able to make progress with a very disparate group. If the time is not available for work towards the appropriate understanding of values, it might be best not to bother with the work, since the result will be either confusion or reinforcement of egoistic relativism.

Richard A. Wright, Professor of Philosophy, University of Toledo.

Second, by its very nature, the study of professional ethics requires course work which is rigorous and demands critical thinking. Most students, however, and professional students in particular, see ethics from a very relativistic perspective, and have little appreciation for the application of rigor or critical thinking to ethical issues. Since their professional courses are usually rigorous, the students will probably write off the whole ethics course as stupid or, at best, irrelevant, because it does not fit their conception of "learning" or "education." This means that they must be explicitly shown how rigor and critical analysis apply to ethics, and then be taught the basic skills necessary to exercise that rigor and do that analysis. Once again, to do a reasonable job of this requires time and effort; if the time is not available, it is best not done at all.

Third, because of the technical dimension of their studies, professional students tend to see faculty outside their area as having no expertise, thus nothing to say which is really relevant to their professional training. The ethics instructor must establish the credibility that a professional area instructor is automatically seen to have. This requires reading in the professional area, spending time with professionals to gain an understanding of their perspective, and working to develop a feel for the ethical issues in that profession.

Once these generic problems are dealt with, one must determine course content. The professional issues to be covered in the course should be basic and specifically applicable to the needs of the student population. For example, in courses for health care professionals, confidentiality, truth telling, informed consent, and paternalism are a common minimum, with other issues determined by perceived need. (In my courses, the students choose topics beyond these four. Usual selections include abortion, euthanasia, allocation of resources, and professional autonomy in institutional settings.) Basic issues such as confidentiality must be covered before complex issues such as abortion, in order to give the students a foundation from which to understand the complex issues.

The amount of ethical theory and the method of incorporating it into a professional ethics course are controversial, yet one's decisions on both issues will significantly shape the course. Basically, there are two approaches to the theory content of a professional ethics course. The "traditional" view treats the professional ethics course as a basic introduction to philosophical ethics, but with examples drawn from the area of professional concern. Here students usually read heavily from traditional sources, e.g., Aristotle, Kant, Mill, Rawls, etc., study the major theories in great detail, and then try to apply what they have learned to a few profession related examples. In an alternative approach, usually referred to as "applied" ethics, theory is

much less prominent. Such courses introduce theory through analysis of cases and issues in the profession, using profession-specific readings, such as Ethics in Nursing, by Martin Benjamin and Joy Curtis. Neither approach ignores the theory; rather, each differs in how it is presented, and how it is emphasized. The "traditional" course is directed more towards theoretical understanding, while the "applied" course is directed more towards resolving the dilemmas professionals encounter in practice. My own preference is to the "applied" approach, because that is the most relevant, especially if this is the only ethics course the student will take. I grant that knowledge of theory is important, but so, too, is application. In one course, students cannot usually master both, so I opt for the application, given its practical necessity.

A related content issue is whether or not case studies should be used. This too is controversial, because it depends in part on how you answer the theory question. My own view is that no ethics course can work without some use of case studies. Despite the fact that using case studies is difficult and seriously problematic, there is no other way to impress the technical student with the professional relevance of studying ethics. The applied course depends heavily upon case studies, however, because through them theory is introduced, and they provide the means for bridging the gap between theory and practice. Unlike theoretical discussions, which are too often obscure, artifically convoluted, and not obviously relevant, case studies bring the students directly to grips with the issues, and serve as a basis for wide-ranging discussion. To do this, however, cases must be at the students' level of expertise, technically accurate, non-trivial, and relevant to professional practices. For example, consider the following abbreviated case:

> As a social worker for Children's Protective Services, you make a site visit to validate a parent's request for an increased allotment to care for a child born with birth defects. When you make your visit, you discover that there are several non-family members living with the recipients, in violation of the Agreement for Service. You also find beer and wine in the kitchen, and no milk available for the children. Questioning the father, you discover that the family is already receiving money for a child whose death was not reported. When asked about this, the father replies, "That was the only way to keep enough money coming in." After examining the family's medical bills, and comparing them to their allotment, you see that their bills do amount to more than their current income.
>
> As the case worker, you must make a determination of need. What will you report? What will your recommendation be?

As you can see, this case is very rich. At the theoretical level, it presents a conflict between utility and duty, which is in turn affected by considerations of rights. At the practical level, the case raises questions of privacy, confidentiality, allocation of resources, obligations to obey the law, etc. By framing the case so that the student is a participant and must resolve the problem, it forces consideration of these issues and requires a careful analysis of values, as well as the standard elements of ethical justification. This case also helps to make clear the importance of adequate information in deciding cases. For instance, when I use this case, students tend automatically to assume that the family is drinking up the children's milk money, when in fact the absence of milk may have other reasons. Similarly, they tend to assume that the non-family members are draining the family income, when in fact they might be wage-earning contributors, or paying their own expenses. In class discussion, these alternatives are pointed out, and the students can begin to develop more sensitivity to their value-laden interpretation of the facts.

Cases are not easy to use, and there is always a danger, in their use, that students will become sidetracked onto irrelevant issues, or tend to see ethics as entirely situational. Careful work by the instructor can help alleviate these problems; moreover, the rewards for the student greatly outweigh the difficulties caused by the instructor.

Once the content decisions have been made, one has to decide whether to use the "collaborative model" or the "individual model" of teaching. On the "individual" model, one instructor has sole course responsibility. This model is probably the less effective of the two, however, because the instructor is on her own to keep the knowledge balance between the profession and the ethics. This is no small task, and often leads to a very parochial view of whichever area is taken as "second." For example, a philosopher who teaches nursing ethics on the individual model must become and stay conversant with nursing, in addition to keeping up with the philosophical literature in the area. This usually means starting from scratch to learn about nursing; yet without nursing input to the process, the philosopher has little hope of understanding nursing, thus treating it appropriately. Students quickly see through such ignorance, question the instructor's competence and doubt the course's relevance. The best way the individual model can work well is to have someone trained in both areas; for example, nursing ethics taught by someone with both a nursing and a philosophy degree. Barring that, the instructor must be quite knowledgeable in both areas.

The collaborative model seems to work better because its basis is collaboration between two teachers, one of whom is in the professional program, each of whom is competent in her own area and a "competent amateur" in the other area. For example, collaboration between a philosophy instructor and a journalism instructor for teaching media ethics. Such collaboration may take many forms, including (but not limited to) team teaching, common content modules in their respective courses, and being a "visiting" instructor in each other's classes.

The collaborative model can work well only if a good deal of care is taken in its establishment. More important than knowledge to the collaborating individuals is the ability to work closely, and engage in true collaboration, i.e., equal effort, mutual exchange of ideas, mutual respect for the other as a colleague, etc. Collaboration usually arises from an already existing acquaintance and recognition of similar interests. If that is absent, interested instructors must actively look for possible collaborative colleagues; the ability to work together, not just the sharing of mutual interests, must be a deciding factor in determining collaboration. Collaboration by fiat or by default may suffice on occasion, but will generally set the wrong tone and result in the decreased effectiveness of the course.

While the individual instructor's knowledge of professional ethics is not the mainstay of collaboration, neither is it of minimal concern. Importantly, neither collaborator needs to have a degree in philosophy, although that would be ideal if the philosopher is willing to teach more than just an Introduction to Ethics course. Rather, both must have a working knowledge of basic philosophical ethics, and at least one must be well read in and conversant with the professional ethics literature. Both instructors must have gone beyond the "workshop" or "conference" model of learning. That is, simply attending a few conferences, or even an extended workshop (such as the NEH Summer Seminars) is not sufficient preparation to teach professional ethics. For not only will students quickly see through superficial knowledge, their own intuitive, non-critical approach to ethical issues will be strengthened. Put differently, if the instructor's knowledge is superficial, the course will be superficial, the students' knowledge of ethics will be superficial, and the students' ability to deal with ethical issues in professional practice will also be superficial.

Perhaps this is beginning to sound much like an elitist argument in favor of philosophers teaching professional ethics. It is not intended to be such for two reasons: first, traditionally trained philosophers will often have disdain for professional ethics, seeing it as "fluff" or "not legitimate," since Aristotle never taught nursing ethics. Second, knowledge, understanding, and sensitivity for ethics is by no means the prerogative of philosophers. None the

less, ethics is a legitimate subject, for which there is a tremendous body of literature, and for the teaching of which there is requisite knowledge. Professional ethics is, as a subdivision of ethics, part of that literature and knowledge tradition. As with any subject, someone who teaches without a reasonable command of the basic literature, or without a sufficient body of knowledge, cannot teach competently. Moreover, there is constant change in the area, as new literature is developed and our knowledge is expanded. Just as a good knowledge base and keeping up with developments are important to any teaching, so too are they important for teaching professional ethics. One does not have to be a professional philosopher to do this, but there must be a desire to teach the subject (not simply talk about it), and there must be a commitment to taking professional ethics seriously as an academic discipline.

In this discussion, I have tried to point out some major considerations for teaching professional ethics. There are many more issues, and much of what I have said requires more detailed argument, but I have used up my allotted space and leave all that for another time. My goal has been to raise issues of concern, because great care must be taken in teaching professional ethics. We should not be overconfident, complaisant, or haphazard in handling such courses, because the result -- students worse off then when we started -- is unacceptable. Lest there be any doubt, however, I am convinced that teaching professional ethics is an important and valuable enterprise, which should be encouraged and supported at every turn. Moreover, I am firmly committed to teaching applied professional ethics, and hope that you too will see its necessity and work to develop such a course.

Proceedings of the Annual Meetings

Proceedings of the Central Division Meeting

Friday and Saturday, October 5-6, 1984
Kalamazoo, Michigan

The 1984 annual meeting of the Central Division of the Community College Humanities Association was held at Kalamazoo Valley Community College (MI) and focused on the theme "The Humanities: Quality Across the Curriculum." The meeting featured a pre-conference workshop on "Writing Across the Curriculum," a keynote address by Clyde LeTarte, president of Jackson Community College (MI), and a banquet address by James J. Zigerell, director of the Instructional Telecourse Communications Consortium of AACJC. In addition, numerous presentations were made on such topics as humanities in non-traditional settings, humanities and the community, writing across the curriculum, model humanities programs, and inter-disciplinary studies.

Prior to the start of the Central Division meeting, Gerald Belcher, associate professor of history at Beaver College (PA), conducted an intensely practical half-day workshop designed to show why all humanities faculty should and can be involved in the teaching of writing. After an initial introduction to the principles of teaching writing as process, Belcher guided participants through a variety of writing exercises designed to demonstrate uses of writing to teach subject matter, improve thinking skills, and reinforce writing confidence and skills. Later Belcher focused on the stages of the writing process, assignment design, grading, the importance of multiple drafts, and the value of peer collaboration during writing.

In his address at the opening session of the meeting, Clyde LeTarte urged humanities faculty to be prepared for a "rebirth of the humanities" by developing courses of study that stress the method and substance of the humanities rather than the traditional structures and disciplines. He argued that our society is currently undergoing a fundamental reorganization that will create a demand for a work force that is flexible, analytical, tolerant, and able to conceptualize effectively. With this demand will come, he predicted, a demand for humanities education -- although perhaps in different and non-traditional forms. Evidence in support for

this position can be found, he purported, in the trend toward interdisciplinary courses involving humanities and non-humanities disciplines, the recognition by business leaders of the value of a liberal arts education, and the willingness of colleges and universities to re-evaluate the general education requirement. Humanities faculty and administrators must be prepared to respond to this new interest in the humanities, but must do so by emphasizing the method and substance of the humanities, not traditional discipline courses, and teaching methods.

In his banquet address James Zigerell argued that, for better or worse, television is an educational force in our society that humanities educators (in fact, all educators) must come to terms with. Television impresses questionable values on the members of our society, distorts reality, encourages uncritical adoption of views by focusing on the surface of issues rather than the substance, and generally shapes the attitudes and world view of those who watch it. While it can be shown to have some educational value, it tends to manipulate decision-making and, quoting McLuhan, "renders individualism obsolete." Humanities educators must respond to this powerful force by challenging students to think critically and deeply about issues and to question the world view that television promotes.

In other general sessions John Walters gave an overview of NEH programs and guidelines and examples of grants that can be and have been funded by the Division of Educational Programs of NEH; Delta College (MI) artist John McCormick gave a slide show presentation on his work with the artist Christo and 400 other artists on the realization of Christo's controversial "Surrounded Islands"; and Delta College artist Charles Breed gave a slide show presentation on the influence of art and design on society and culture.

Finally, numerous interesting and stimulating presentations were made in the concurrent sessions on Friday and Saturday. Continuing discussion of the theme of the pre-conference workshop -- writing across the curriculum -- three sessions dealt with programs designed to facilitate the development of writing and thinking skills. James A. Walter of Sinclair Community College (OH) described the paired history and English classes he teaches and the way in which writing is used to promote inquiry and mastery of course content. Lawrence R. Aufderheide of Alpena Community College (MI) discussed his use of Aristotle's "topoi" for promoting problem-solving and discovery and for teaching students a mode of thinking and a substantial inquiry process. Sunil Chand of Triton College (IL) described the process by which a substantial, faculty-owned, process-oriented writing across the board curriculum program was developed at Triton.

Several sessions dealt with community outreach and the humanities in non-traditional settings. Most notably, Vicki Wheeler and Gloria Carpenter of Trenton Junior College (MO) described three types of community outreach programs they have undertaken in their community: a Readers' Theatre program for area schools and community groups; a multi-media (newspaper/radio) series on "Images of Trenton Past"; and a communications festival for area high school students. In addition, Sharon Meltzer of Chicago City-Wide College discussed her program for teaching ideas in prose to college-bound high school seniors at their high schools, Carole Caresio and Stephen Rhoades of Illinois Valley Community College talked about adapting nursing ethics to non-traditional settings, and Robert Jacot and Jerry Owens of Triton College (IL) discussed developing a humanities advisory committee.

Other sessions provided insights on the educational uses of radio and television in humanities education, philosophical inquiry across the curriculum, new approaches to required courses in general education, creativity and the humanities, and praying in the schools. Also noteworthy was a description of the interdisciplinary skills program at Alpena Community College (MI) with its emphasis on teaching critical thinking skills along with subject matter drawn from various humanities disciplines.

Submitted by,
LOUIS M. SUAREZ
Lorain County Community College (OH)

President's Report
Central Division

The fifth annual meeting of the Central Division of the Community College Humanities Association was held at Kalamazoo Valley Community College in Kalamazoo (MI) October 5-6, 1984. The meeting was successful in several ways. Faculty and administrators from 27 colleges attended the conference; members of 13 colleges took part in some aspect of the program and six midwestern states were represented. Due to the overwhelming interest in last year's workshop, the Central Division planned another workshop to be held in conjunction with the 1984 meeting without charging an additional fee. The majority of registrants attended this workshop on Writing Across the Curriculum and evaluations were positive. It is anticipated that workshops will become a regular part of the Division's annual meetings. A portion of the business meeting was devoted to members' input for future conferences. This information will be helpful to the executive committee in making plans for 1985.

The theme of the 1984 meeting was "The Humanities: Quality Across the Curriculum." Sessions dealt with many different aspects of this general issue with particular emphasis on humanities in non-traditional settings, the role of creativity in the humanities, humanities and the community, teaching writing across the curriculum, model humanities programs and interdisciplinary humanities programs. Participants made clear their interests are pragmatic and sessions dealing with ideas on how to function better in the classroom received the most favorable response.

It was decided that the arts should be given some recognition this year. As a result Charles Breed, internationally known plastics artist from Delta College (MI), was the luncheon speaker on Saturday. Other artists dealt with creativity in the humanities and entertained us with a slide presentation of Christo's work. It is hoped that artists and musicians will continue to find CCHA a compatible environment.

Following the conference, letters of appreciation were sent to all presenters, moderators, and members of the executive committee.

The sixth annual meeting of the Central Division will be held at Loop College, Chicago, October 4 and 5, 1985. This will be a stimulating opportunity to get humanities faculty from all Chicago campuses together.

Respectfully submitted,
EVELYN SHIELDS
President, Central Division

Minutes of the Central Division Business Meeting

October 6, 1984
Kalamazoo Valley Community College
Kalamazoo, Michigan

The meeting was called to order by Central Division president, Evelyn Shields, Delta College (MI). Shields thanked Arleigh Smyrnois of Kalamazoo Valley Community College for her fine work as local arrangements chairman for the meeting.

Rhonda Kekke of Kirkwood Community College (IA) was nominated by Tom Sears to serve a two-year term as Central Division secretary. Richard Kalfus seconded the motion, and Kekke was elected by acclamation.

Shields announced that the 1985 meeting of the Central Division will be held on October 4-5 at Loop College in Chicago. The 1986 meeting has been tentatively scheduled to be held at Kirkwood Community College in Cedar Rapids, Iowa.

Anne Rassweiler, executive director of CCHA, gave an overview of CCHA membership, organization, publications, affiliations, and services. She also announced that NEH has approved the Association's application for a grant to fund a summer institute on "Contemporary Literary Criticism and the Core Literature Course." The institute will be held at the University of Massachusetts at Amherst from June 2 to June 28, 1985.

Respectfully submitted,
LOUIS M. SUAREZ
Secretary

Proceedings of the Eastern Division Meeting

Friday and Saturday, November 2-3, 1984
Secaucus, New Jersey

The 1984 annual meeting of the Community College Humanities Association's Eastern Division was held on November 2-3, 1984 at the Meadowlands Hilton Hotel in Secaucus, New Jersey. The meeting was held jointly with The Eastern Community College Social Science Association under the theme, "Discovering Human Values through Humanities and Social Sciences: The Role of General Education." Three excellent plenary sessions featured Alberta Arthurs, Director of Arts and Humanities at The Rockefeller Foundation; Paul Mariani, poet, scholar and critic from The University of Massachusetts; and Abraham Ascher, historian from the Graduate Center, CUNY, and director of the Mellon Community College Project. A special session featured Richard Ekman, National Endowment of the Humanities, describing programs in the Division of Education. Concurrent sessions, a total of nineteen, were offered in three clusters.

In her presentation, "The Humanities--with Love," Alberta Arthurs pointed to the paradox inherent in growing community college enrollments on the one hand and decreasing humanities and social science enrollments on the other. She observed that community colleges have the potential to be a great democratizing force, giving students better lives as well as better working lives, but not if the new, diverse student population avoids the very instruction that can help. She advocated imaginative curriculum development that penetrates

the areas where students do want to study. Responders George Cronk and George Skau disagreed with the implied notion that humanities and social science courses need not be required in a curriculum. However, they reinforced another of Ms. Arthurs' themes, the need for imaginative, critical questioning of values and their sources.

Paul Mariani gave an excellent performance talking about "Poetry and Human Values" and reading from his own poetry as well as the poetry of William Carlos Williams. Mr. Mariani observed that he writes in order to remember and put things into perspective. He noted that poetry is an act of patriotism; it is a love of people and place. The readings readily reflected how poetry can help us remember what counts.

Abraham Ascher lucidly outlined his approach to the imaginative study of history. Noting that free will is a human trait that should be central to the study of history, he outlined a course of study in which students are placed in specific moments or situations from the past and are asked to study the import of what was happening. Questions are raised. How did individuals respond to the situation at the time? Were there realistic alternatives to their responses? What response would you have advocated? What would have been the consequences? Dr. Ascher advocates this approach as a way of understanding value systems and as a way of facilitating the development of thoughtful, aware citizens.

The three sets of concurrent sessions included presentations on curriculum and course models, descriptions of specific curriculum improvement projects, and several subject related papers. In various forums, faculty from Bronx Community College, LaGuardia Community College, Montgomery College, and the Community College of Philadelphia described major curriculum development projects and preferred general education models. Emphasis was on values, citizenship development, and the need to focus on modes of inquiry and textual approaches actually used in the disciplines. A presentation on "Teaching the 'New History'" provided excellent examples of history courses that focus on just a few specific historical moments for study. Extensive writing as well as extensive work with primary sources and major texts seemed to be common to all the courses. Other sessions in pedagogy described interdisciplinary art courses, collaborative learning in literature, an introductory philosophy course, and the uses of expressive writing, television docudrama, and historical role models. Subject area papers included commentaries on figures ranging from Hamilton Fish to Cyrus Vance, Joe McCarthy, and Alvin Toffler.

There were 147 paid registrants at the meeting.

Submitted by,
THOMAS F. BOGHOSIAN
Atlantic Community College (NJ)

President's Report
Eastern Division

During this year there was a major change in the leadership of the division. Gloria Monteiro resigned as president and Philip Pecorino of Queensborough Community College (CUNY) (NY) was named by the Board to succeed her. His term began on July 1, 1984 and will last until the end of Monteiro's term of office in November, 1985. Charles Thompson, vice president, also resigned his office, following his relocation in Montana and has been succeeded by Beate Schiwek from the Community College of Baltimore (MD). Thomas Boghosian of Atlantic Community College (NJ) was elected secretary of the division at its business meeting in November of 1984 and will serve another two-year term. A nominations committee, chaired by Myrna Goldenberg of Montgomery College (MD), will provide a list of candidates for the offices of president and vice president for the elections to be held in the fall of 1985.

The joint meeting of the Eastern Division with the Eastern Community College Social Science Association (ECCSSA) in November of 1984 at the Meadowlands Hilton proved successful. Over 130 people registered for the meeting. Alberta Arthurs of the Rockefeller Foundation, Paul Mariani, a poet, and Abraham Ascher, a historian, were the featured speakers. The theme for the conference was "Discovering Human Values Through the Humanities and Social Sciences."

The executive committee met in Philadelphia on February 9, 1985 and began planning the next annual meeting, scheduled for November 8 and 9, 1985 at the Holiday Inn in Philadelphia Center (PA). The theme is "Liberal Learning and the Community College." The program committee is chaired by David Berry from Essex County College (NJ). The program will consist in part of invited speakers and in part by speakers, panelists, and presenters who respond to the call for papers to be mailed in April. The program will also be composed in equal parts by sessions focusing on the disciplines which compose the humanities and on subjects of general interest to all humanities educators. It will include the innovation of two roundtable sessions intended to provide the opportunity for dialogue among colleagues concerning their recent work without affording the time usually given to an entire session.

There is some possibility that CCHA's project on Philosophy Throughout the Curricula at Two-Year Colleges will again be funded by a grant by the Matchette Foundation and if so, the workshops and speakers associated with that project will be scheduled as part of the annual meeting of the division.

The agreement worked out between the Eastern Division and ECCSSA calls for another joint meeting, arranged by ECCSSA, in the spring of 1986. It will be held in New York City. The executive committee is uncertain as to whether or not to meet with ECCSSA in 1986 especially if there is to be a national CCHA meeting in 1986. Together with the annual division meeting that would make three events organized or supported by the Eastern Division and the membership would be severely put upon to attend all three. In the event of a national CCHA meeting in 1986, the Eastern Division will seek a postponement of its next joint meeting with ECCSSA until after 1986 in a year with no national CCHA meeting scheduled.

The executive committee has enthusiastically supported the idea of CCHA having a national meeting in 1986 and then again at regular intervals. It was suggested that such a program be composed of invited speakers and the best of the sessions from the divisional meetings.

The president of the division will undertake a special project aimed at increasing membership in the division.

Submitted by,
PHILIP A. PECORINO
President, Eastern Division

Minutes of the Eastern Division Business Meeting

November 3, 1984
Secaucus, New Jersey

President Philip Pecorino called the meeting to order at 4:00 p.m. He announced the resignation of President Gloria Monteiro and Vice President Charles Thompson and their replacements, himself and Beate Schiwek. The next election for president and vice president will be in the fall of 1985. Myrna Goldenberg was charged to appoint a nominating committee. Phyllis Pickens volunteered to work with her.

Reviewing the 1984 Eastern Division meeting, President Pecorino noted that there were 147 paid registrants. Aside from interrupting noises during the luncheon session, facilities were adequate.

Suggestions for the 1985 meeting were requested, and several were given: 1) reduce the number of concurrent meetings per session, 2) hold concurrent sessions on Friday afternoon to attract more participants and quicken the pace of Friday's program, 3) provide more complete information in the titles, 4) consider a program book with one-page abstracts of each presentation to be available at registration, 5) accept all paper proposals, allowing full reading and discussion time for one category of paper and, for lesser proposals, time for summary and exchanges of information, 6) encourage people to submit proposals for threesomes and foursomes, 7) to offset the large number of papers on methodology, solicit papers with emphasis on content.

President Pecorino announced Judith Eaton's offer to have Community College of Philadelphia host the 1985 meeting in Philadelphia at the Philadelphia Center Hotel. A program committee will be exploring the details. David Berry will chair or co-chair the committee.

Executive Director Anne Rassweiler gave reports on several items. First, the Endowment Fund campaign is on hold until the fall of 1985 when we will know whether or not we have NEH funding. NEH has funded a summer institute on literature at the University of Massachusetts, running from June 2 to June 28. The focus will be on contemporary literary criticism and the core curriculum course; participants will receive $2,000. CCHA wrote the AACJC statement on the humanities and continues to work closely with that agency. Next year, efforts will focus on building humanities endowments. We are also working toward another history institute in 1986, this one focusing on mid-Victorian England and industrialization.

Thomas Boghosian was nominated to serve another two-year term as secretary of the Eastern Division, and elected by acclamation.

President Pecorino announced that the "Teaching of Human Values Workshop" was conducted in Dallas but the Secaucus workshop was canceled. Workshops are being planned to run with 1985 divisional meetings.

During an open discussion session, there was a request for help at one college where a computer course has been proposed for humanities credit. A response is planned through the AACJC.

Donald Schmeltekopf thanked Phil Pecorino for stepping in as president and for doing an excellent job.

The meeting was adjourned at 5:35 p.m.

Respectfully submitted,
THOMAS F. BOGHOSIAN
Secretary

Proceedings of the Pacific-Western Division Meeting

Thursday, Friday, and Saturday, November 8-10, 1984
Westgate Hotel
San Diego, California

The Pacific-Western Division's 1984 meeting was successfully brought about because of former Vice President Richard Friedman's admirable willingness to pick up the planning and implementation in mid-stream. President Polly Zanetta stepped down in August for personal reasons. The division owes Richard its thanks; and, as newly elected president, I would like to give him mine here in print.

For the first time since the division has existed, the meeting site was moved from San Francisco to San Diego in order to provide members from the heavily populated southern part of the state easier access to CCHA conferences. Next year's meeting (following the same thinking) will be in Seattle and the meeting will return to San Francisco in 1986. Jeff Clausen, philosophy instructor at Green River Community College in Auburn,Washington, will be program director for the 1985 meeting. Linda Spoerl and Joan Fedor, from Highline Community College (WA), will serve as host-college representatives.

This year's theme, "By What Is Contrary" (from Milton's Areopagitica), gave participants a chance to discuss issues of concern within community college humanities teaching. The pre-conference workshops expressed some of these: "Gender: Balancing the Curriculum," by Dr. Betty Schmitz from Montana State University; "Computer-Aided Instruction," by Michael Cohen and Lisa Gerard from the UCLA Writing program; and "Writing Successful Grant Proposals," by Susan Crow of the California Council for the Humanities.

The highlight of the three day gathering was the Friday night guest speaker, Dr. Angela Davis. Her presentation, "Education and the Struggle for Democracy," was a cataloguing of historical data, current news events, personal vignettes, and an assessment of the relations among these. Chosen for her controversial stances, Dr. Davis urged political awareness as a tool for understanding and acting upon current policies

affecting the nation's poor and underpriviledged. Her speech served as a catalyst for intense discussions among participants for the remainder of the conference.

The conference business meeting dealt primarily with the election of new officers, namely the president and vice president, and was conducted by Don Porter, College of San Mateo (CA). The membership elected Dale Edmonds, from Portland Community College (OR), president, and Pat Grignon, from Saddleback Community College in San Diego, vice president.

The conference concluded with a sailing trip around San Diego Harbor on the Jada II; this was a very much appreciated "field trip" for the participants.

Evaluations gathered at the end of the meeting pointed to a successful effort. The range of topics covered in the workshops and concurrent sessions was considered good, provocative and well delivered. The entertainment on Friday night, Schubert and Bach played by San Diego's Gennaro Trio, was rated particularly pleasing by many participants.

The most "contrary" of presentations? Ironically enough, Don Schmeltekopf's speech at the Saturday luncheon meeting, "Evaluating Sound Educational Programs: The NEH Perspective," gave rise to some of the most charged dialogue of the annual meeting. Basically, the question of curriculum choice -- the "best" or core elements in the development of Western civilization vs. selections for course content derived from contemporary culture, what some have called "advocacy curriculum" -- drove the debate. This issue can't be resolved, but Don's presentation helped very much to focus it and give a broader perspective to the question.

I would like to give credit to Ron Lawson of Southwestern College (San Diego) and Pat Remming and Paula Meyer of San Diego Mesa Community College for making the meeting work and providing as much support as I needed as program director. And that was considerable.

Respectfully submitted,
DALE EDMONDS
President, Pacific-Western Division

President's Report
Pacific-Western Division

I would like to address in this report those concerns expressed to me both formally and informally by division members.

Clearly, humanities instruction in the community colleges faces once of its severest tests in this decade. In the west, where California's Proposition #13 and its political clones have decimated instructional budgets, humanities programs and curricula are withering. In my own state and college (Portland Community College, Oregon), financial exigency and "reduction in force" command everyone's attention. Everywhere, programs are being cut, faculty laid off, experimental curriculum cancelled, morale tested.

And nationally we are no better off. Federal leadership for community colleges, and the great burden of liberal arts instruction seem unaware of our very existence. The NIE Report, William Bennet's NEH Report, The Carnegie Study -- all appear ignorant of who we are, what we do, of our students. The four-year schools own the stage. Yet ERIC studies show that we teach about half of America's lower division students and that our curriculum accounts for about 60% of all humanities instruction. That fact hasn't penetrated the minds of our representatives, locally or nationally. We are accused -- by association -- of shoddy curriculum, lack of preparation, and permissiveness. Yet, we have seen no study of community college performance per se. Why? Next year the AACJC will claim humanities instruction for its theme. I would recommend that they finance, through an independent group, a study of community college humanities instruction across the country. I think we could meet the challenge.

What are the obstacles we face as humanities instructors? In the West, the list is long: lack of interest by administrations and boards who are fascinated with the revolving door philosophy of "job market" curricula; hostile tax payers unwilling to see beyond the rhetoric of "vocational/technical" panaceas; workloads designed in sweatshops; faculty ingrown and undernourished due to hiring restrictions so that they have forgotten why they took up the profession; funding restrictions unforgiving of innovation and growth; and -- most significantly -- the cynicism such conditions breed.

Yet, my travels and phone conversations with the faculty of this division tell me that, because of the opportunity to gather as a group through the CCHA, the fight is still on. The CCHA is, in these times, an agent of resistance to mediocrity, concession, despair. It represents a positive force for change. And its existence is appreciated by non-members too. We have set membership as a high goal for the division

and the national in the year ahead. Individually we can win battles, through professional organizations like ours, we can address the war.

We look forward to hosting the first CCHA national meeting in San Francisco in 1986.

Respectfully submitted,
DALE EDMONDS
President, Pacific-Western Division

Proceedings of the Southern Division Meeting

Thursday, Friday, and Saturday, October 25-27, 1984
Francis Marion Ramada Hotel
Charleston, South Carolina

The year made infamous by George Orwell found members of the Southern Division meeting in beautiful Charleston, South Carolina, to talk with each other about the theme of the conference, "The Humanities and the Global Village." Among the many highlights of the meeting were a special workshop tour of the Charleston Historic District and a bus tour of two of the area's most splendid plantations, Drayton Hall and Middleton Place.

The meeting started in a rush Thursday afternoon with two other workshops in addition to the tour of the historical district. "An Archetypal Approach to Teaching Composition, Literature, and Art" was led by four of our North Carolina colleagues -- Brenda Moore and Diane Wagner from Wilkes Community College, and Nancy Womack and Chrystal Riviere from Isothermal. "The Rigors and Rewards of Team-Teaching Literature and History" was led by Mellie Burd-Montgomery and James Baughman of Jefferson Community College (KY). In the evening members continued their conversations while they explored the menu at one or another of some twenty of Charleston's finer restaurants.

Friday morning's plenary session introduced the keynote speaker, Robert Welker, professor of English at the University of Alabama at Huntsville. Dr. Welker explained the significance for Chaucer of the concept of imperfection, illustrating his point with images of ceramic figures he has created to represent the major characters in Chaucer's "Canterbury Tales." The substantial audience appeared delighted.

Friday morning's concurrent sessions explored a wealth of topics from science taught in the humanities classroom (Barbara Kramer, Santa Fe Community College, Florida) to poetry taught

by radio (Grace Ellis, Central Carolina Technical College, North Carolina), and from technology's contribution to teaching writing (Bruce Aufhammer, Seminole Community College, Florida), to bioethics (Marianne Walker, Henderson Community College, Kentucky).

The early afternoon's concurrent sessions included a panel of editors talking about how editors are teachers (Beverly Head, Collage, Atlanta Junior College, Georgia; Lamar York, The Chattahoochie Review, and Frances Ellis, DeKalb Literary Arts Journal, both at DeKalb Community College, Georgia; Josephine Curto, Eyrie, Tallahassee Community College, Florida; Laurette LePrevost, Branches, Caldwell Community College, North Carolina; and Bernard Meredith, Mountain Laurel, North Greenville College, South Carolina). Also, Benjamin Tate, Macon Junior College (GA), explained an experimental political science course in an honors program, Larry Mobley, Macon, discussed the process of searching for Southern identity through images and symbols, and Mary Beth Rigsby, Tri-County Technical College (SC), explained the relation between science and religion in pursuit of the good life. Later in the afternoon, sessions explored such topics as the relation between the "Moral Majority" and the humanities (Bill Goodman and James Price, Lynchburg Community College, Virginia), the idea of a global village in the local community (Mary Jo Evans and Carol Trachy, Valencia Community College, Florida), the prospect of students as interpreters (Sandra Cross, Georgia Tech, and Bill Pasch, Larry Corse, and David Ludley, of Clayton Junior College, Georgia), and a travel program to Mexico designed to fulfill course objectives in humanities (Helen Twigg, Valencia).

Don Schmeltekopf of the National Endowment for the Humanities explained NEH grant application procedures to the members in a plenary session, and informed us that the NEH wants to encourage teachers in the humanities to use primary sources wherever possible in their teaching. Norman Olsen from the College of Charleston explained how an NEH grant is currently being used there to offer a minor in the humanities.

To end the day, a wine and cheese reception was held at the Blacklock House on the campus of the College of Charleston, after which there was another general exodus to the excellent restaurants in the Charleston area and the excitement and inspiration of more conversation with colleagues.

Saturday morning a business meeting preceded four strong presentations: women and the humanities ("Training the Woman to Know Her Place," Marion Wingo-Davis, Ocean Springs, Mississippi), community museums as teaching instruments (Keller Cushing Freeman, Greenville Technical College, South Carolina), teaching critical thinking in interdisciplinary courses (Roberta Vandermast, Valencia Community College, Florida), and a preliminary report on CCHA's summer institute,

"The Introductory History Course and the 'New History'" (Steve Curry, New York University; William O'Brien, J. Sargeant Reynolds Community College, Virginia; David Trask, Greenville Technical College, South Carolina; Lura Scales, Hinds Junior College District, Mississippi).

Southern Division meetings keep getting better! Bolstered by a setting so pleasant as Charleston, where there was even time for some members to take a boat ride out to Fort Sumter, it was easy and pleasant for a large group of "old-timers" and an almost-as-large group of new faces to discover and inform each other enjoyably. Once again, a year of planning and a large number of enthusiastic participants produced a memorable convention.

Submitted by,
JIM PERRY
Secretary

President's Report
Southern Division

Our 1984 meeting in Charleston, South Carolina, was a tremendous success with more than 100 in attendance. Dr. Robert Welker of the University of Alabama/Huntsville spoke on "Images of Imperfection in the Canterbury Pilgrims," showing us ceramic models of the characters of the pilgrimage as he delineated his thesis. Dr. Welker's appearance was partially funded by a grant from the South Carolina Committee for the Humanities. The workshops, one-hour presentations, and the tours of Historic Charleston and the outlying plantations were well attended. The questionnaire required by the Humanities Committee elicited positive responses regarding the speaker, and the questionnaire given out by me helped identify the strong points and the short-comings of the conference as a whole.

A very successful feature of the program was our new members luncheon. This allowed our new people to become familiar with the organization.

Plans for the 1985 meeting, October 24-26 in Winston-Salem, N.C., are well underway. The site has been chosen -- The Winston-Salem Hilton. The call for program proposals has gone out, and a planning meeting is scheduled in Winston-Salem April 27-28. We hope once again to take advantage of interesting local attractions like Old Salem, a beautiful restored Moravian village, and the Reynold's House and Gardens. The

program theme - "The State of the Humanities in the South: Innovation and Change" - will allow for a flexible program to include a workshop or speaker on the introductory philosophy course, a critical thinking workshop, and other individual or group presentations.

Submitted by,
GERALD L. RIEDLING
President, Southern Division

Minutes of the Southern Division Business Meeting

October 27, 1984
Charleston, South Carolina

The meeting was called to order at 8:35 a.m. by President Gerald Riedling, with 21 members present. Minutes for the previous meeting were approved as read.

Ann Rassweiler, executive director of CCHA, referred to articles in the New York Times (18 October 1984) and the Wall Street Journal (19 October 1984) about problems in higher education and suggested using such publicity to build membership. She urged members to watch for mailings announcing summer institutes and suggested local meetings of humanities faculty.

A survey of conference participants showed:

1. 95 members registered for this conference.

2. Of 55 members responding to the survey:

   5 reported no reimbursement by their institutions,
   3 reported 25% reimbursement,
   3 reported 50% reimbursement,
   19 reported 75% reimbursement, and
   25 reported 100% reimbursement;
   47 arrived by car, 6 by plane, 1 by train, 1 didn't say.

3. The top three choices of members for the site of next year's meeting were Savannah, Winston-Salem, and Atlanta.

4. The members recommended a workshop on critical thinking for the Southern Division.

5. Members endorsed an institute on teaching the new history to be offered concurrent with the next meeting.

Drew Rowe, representing the nominating committee (Alice Villadson, Charles Davis, Chairman Drew Rowe), nominated Jan Allen, Seminole Community College (FL), past chairperson of the state membership, host and program committees, for the office of secretary of the Southern Division. She was elected by acclamation to succeed Jim Perry who was thanked for his four years of service in that office.

Bill Biddle, immediate past president, proposed that the CCHA hold a national convention (in lieu of the usual five regional meetings) every third year beginning autumn 1986 for the purpose of presenting outstanding regional programs from preceding years. Members present expressed approval and asked that the proposal be presented to the Board of Directors and other divisions.

A motion was made and passed unanimously to thank Gordon Haist, chairperson of the host committee, for the outstanding effort and excellent arrangements made by his committee.

A motion was made and passed unanimously to thank Jan Allen and her program committee for their work in bringing together an outstanding presentation of the work being done by our members.

A motion was made and passed unanimously to thank the executive committee for its labors.

The president asked whether to set a theme at this time for next year's meeting. After discussion it was decided to canvass the membership. President Riedling announced that membership chairs have been found for Mississippi and Virginia, and adjourned the meeting at 9:12 a.m.

Respectfully submitted,
JIM PERRY
Secretary

Proceedings of the Southwestern Division Meeting

Thursday and Friday, October 25-26, 1984
Harvey House Hotel
Dallas, Texas

The fifth annual meeting of the Community College Humanities Association, Southwestern Division, was held at the Harvey House Hotel in Dallas, October 25-26, 1984.

The theme for this year's meeting was "The City: Environments for the Humanities." A featured speaker was Dr. David Dillon, the architecture critic for the Dallas Morning News. He defined Dallas as a "freeway city" that has just recently begun to pay attention to planning. The recent "boom development" is primarily of the Post-Modernism style. There are five historic districts where Dallas is involved in restoration and renovation. Dr. Dillon showed slides of the most important and the most beautiful of Dallas' downtown building, both historic and modern, including Reunion Tower which became an instant landmark. Dallas is a city to watch as future district spaces are developed.

Concurrent sessions included "Classroom Computers: You Can't Get What You Want Until You Know What You Want" presented by Dr. Gary Klein, director of Educational Computing, Dallas County Community College District. He stressed that educators must know what is available as well as the state of the art and projections of what will be possible technologically in the next few years. He predicted that computers will be more like live-tutors. However, the artificial intelligence needed will take 3-5 years to develop but then will be able to probe the mind of the student.

Also included in the meeting was a tour of downtown Dallas with Dr. Paul Benson, history instructor at Mountain View College (TX) moderating. The tour was well planned, orchestrated and coordinated. Participants were able to view the most historically important sites and the most beautiful of the modern architecture with a dialogue on the development of Dallas.

Conference planners also provided a tour of the Dallas Art Museum that highlighted the Pierre Bonnard exhibit. This was especially important to the community college art instructors in attendance.

Other activities included a showing of the William Whyte film, "Social Life of Small Urban Spaces," followed by a discussion led by Gary and Margaret Robinette. The film focusses on providing urban spaces which invite socialization.

Friday morning began with an address by A.C. Greene, a Texas historian who provided amusing antecdotes about Texas and its support of the arts. He also made many wise comments about humanism including the statement that the humanities are the moral force in the culture and the ability to write and think well are determined by a type of cultural respect, whereby we as teachers should offer informed, exciting opinions but remain human enough to allow for other opinions.

Greene's presentation was followed by concurrent sessions including "Commission on the Future: The Humanities Connection," by Barbara Preskorn of Front Range Community College (CO), "Bridging the Gap," by Diane Vantine, Aims Community

College (CO), "Man and Technology," a description of a team-taught course by John Etta Slaughter and Michael Smith, and many other worthwhile sessions.

The Friday luncheon address, "The Art of Changing a City," was made by Dr. P. Montgomery, who coordinated the Dallas Arts District -- some 20 acres of downtown which will house high-rise office buildings and be the home of the new Dallas Art Museum and Performing Arts Building. His remarks were invigorating and stimulating.

At a general business meeting, a summary of the plans for future division meetings was presented. Barbara Preskorn was elected division secretary for the 1984-1985 term.

On Friday evening, following the conclusion of the Southwestern meeting, the "Teaching of Human Values" workshop began. Dr. Norman Bowie, philosophy professor at the University of Delaware and director of the Center for the Study of Values spoke on "The Centrality of Values" and on "Ethics and Values: How Are They to be Taught?" The other workshop presenters, Philip Shephard, Richard Wright and Frances Osborn, spoke briefly that evening.

The next day the presenters combined their topics so that participants were able to attend all three presentations. Although attendance at the workshop was lower than anticipated, the participants were revitalized and eager to return to their students and colleagues with renewed zeal.

Submitted by,
BARBARA PRESKORN (for JULIE HUDSON)
Front Range Community College (CO)

President's Report
Southwestern Division

The fifth annual Southwestern Division meeting was held in Dallas on October 25 and 26, 1984. Its theme was "The City: Environment for the Humanities." Among the highlights of the meeting were the dinner and tour in the Dallas Museum of Art and discussions of city history and planning by A.C. Greene, historian, and P. O'B. Montgomery, coordinator for the Arts District. Dr. David Dillon, architecture critic, provided insight into the growth of Dallas and the responsibility of architecture in the creation of a humane environment. The meeting provided a mixture of lectures, discussions, films, tours. Humanities in urban environments and new approaches to the humanities were discussed in thirteen concurrent sessions. Special recognition should go to the Dallas County Community

College District for its role in hosting the conference, to the Brookhaven College Learning Resource Center staff and to Richland College for meeting facilities. Vice-chancellor of Academic Affairs, Dr. Jack Stone, and president of Richland College, Dr Steve Mittlestet, were most supportive of the entire conference.

The 1985 meeting was originally planned as a two-day seminar However, the response to questionnaires from 1984 meeting participants was overwhelmingly in favor of a program of presentations by participants in harmony with a major theme. The response also supported inviting keynote speakers. The 1985 meeting, "Reclaiming the Legacy: The Humanities in Community Colleges" will be held at the Monteleone Hotel in New Orleans with Dr. Richard Ekman of NEH and Dr. Mark Morford of the University of Virginia as keynote speakers. Delgado Community College will be the host college.

The Southwestern Division continues to address the challenge posed by a far-flung geographical region by moving conferences from the center of the division to the periphery on alternating years. The meeting planned for New Orleans will be in one place, rather than in many as in Dallas. This should simplify the tasks of program personnel. A number of options are under consideration for 1986 and 1987, including a joint meeting with another CCHA Division.

Respectfully submitted,
MARY A. BRUMBACH
President, Southwestern Division

Minutes of the Southwestern Division
Business Meeting

October 25, 1984
Harvey House Hotel
Dallas, Texas

The meeting was called to order at 10:00 a.m. by Southwestern Division President, Mary Alice Brumbach.

After introducing members of the CCHA Southwestern Division board, President Brumbach discussed the details of this year's meeting. Although publicity was adequate, attendance was lower than expected due to restrictions on travel funds by many colleges and also to conflicting meetings. With forty registrations, it was anticipated that the conference would break even, financially. Total conference costs were $2,400.

The workshop on "Values" following the meeting drew twenty registrations, also lower than expected. Discussion regarding future meetings included suggestions to combine with other divisions, seek professional support to organize meetings, and request financial support from the national office. Positive comments were made regarding the size of the facility being right for the size of the meeting.

President Brumbach reported on the status of grants to the national organization, the "introductory History Course" institute held the past summer and the "Literary Criticism" institute.

New CCHA-Southwestern Division board members include Jules Emig (OK), Don Toburen (CO), Gene Wells (OK), and Frank Wright (LA). Barbara Preskorn was elected division secretary, replacing Julie Hudson whose term of office expired.

Next year's meeting will be held in New Orleans, and Dee Waters of Delgado Community College will be conference coordinator. The meeting will focus on the classics and Dr. Mark Morford will be invited to make a keynote speech along with other noted authorities. Many suggestions were made as to scheduling, dates, the call for proposals, meals and the meeting site. The Monteleon Hotel, located near the French Quarter, has reasonable rates and an ideal size (100 rooms), and is a strong possibility.

The meeting was adjourned at 11:00 a.m.

Respectfully submitted,
JULIE HUDSON
Secretary

The Community College Humanities Association

Minutes of the Board of Directors Meeting

April 13-14, 1985
El Camino Room, Town and Country Hotel
San Diego, CA

Present:

William Biddle, Mary Alice Brumbach, Arthur Cohen, Dale Edmonds, Thomas Hawks (for Judith Eaton), James Palmer (for Arthur Cohen on Saturday), Philip Pecorino, Gaines Post, Jr., Anne Rassweiler, Gerald Riedling, Donald Schmeltekopf (chairman), Evelyn Shields. James Gollatscheck attended briefly to make an announcement concerning CCHA's participation in AACJC project.

Saturday, April 13

The meeting began at 4:00 p.m. Donald Schmeltekopf, chairman, welcomed everyone. Schmeltekopf announced his move to Mars Hill, North Carolina. He pointed out that a new chairperson needs to be elected a year from now, that change in leadership was coming, a period of transition. He referred also to the immediate task of selecting an executive director. He expressed optimism about the future of the organization and mentioned only membership renewal as a specific problem.

Minutes of the 1984 Meeting:

The minutes were amended to reflect the presence of Gerald Riedling at the meeting.

AACJC Project:

Don Schmeltekopf introduced Jim Gollatscheck, AACJC, who announced that the AACJC has received an emergency grant from the National Endowment for the Humanities to enable community, technical, and junior colleges' leadership nationwide to examine the issues raised in William J. Bennett's To Reclaim A Legacy. The AACJC has asked Tziporah Kasachkoff to prepare a paper which will be discussed by approximately 20 panelists at a roundtable. A report will be published, and AACJC will make specific recommendations regarding a humanities requirement within the Associate Degree. The AACJC is looking forward to working with CCHA on this project.

Gaines Post questioned whether the project constituted approval of all of Bennett's report; the answer was, "No."

Executive Director's Report:

Anne Rassweiler, executive director, reported:

* * * * * * * *

It is exciting to look back over the past year and see how CCHA continues to thrive. Our retrospective glance is largely covered by Joan's report - I'd be happy to elaborate any part of it for you. I would like to highlight how important it is for us to maintain the momentum of the annual meetings and how worthwhile I think it is to have a representative of the national office there.

We have been able this year to mobilize a good bit of NEH support - as you know. One of our major tasks in the immediate future is to make good on our stated confidence that we can raise $75,000 and earn $25,000 from NEH in matching funds.

We also earned a $140,000 grant from NEH for our literary criticism summer institute. On the theory that the basic literature course needed the same kind of updating that history enjoyed last year, CCHA found a topic and two directors interested in putting topic, faculty, and summer work together. With generous assistance from Don and from the history summer institute co-directors we got an application in and approved. We had a very good response. Almost 100 applications came in for 40 places, 61 from community colleges and we took 30 community college applicants. We have met with the institute faculty and have begun to send out readings and institute information. The institute faculty include some prominent teachers and research scholars in literary criticism. The institute will begin on June 2nd and continue throughout June, in Amherst, MA. There will be a number of presentations at the annual CCHA meetings by institute participants as well as some at the MLA by institute faculty. We will, of course, draw the attention of the membership to these presentations so that they will be able to share in the work done and also be encouraged to attend both CCHA and MLA sessions to hear about programs designed and accomplished for and by community college faculty.

While I am reporting on the plans for next year's meetings - let me mention the successful grant application made by Phil Pecorino to the Matchette Foundation for support for philosophy workshops to be held in conjunction with two annual meetings. Phil and through him CCHA have been awarded two other Matchette grants in 1983 and 1984. This is the third and last in a three-year project. The topic for 1985 is the Introductory Philosophy Course.

Another activity planned for late May or June is a panel discussion sponsored by the AACJC in which I will participate. The panel will discuss William Bennet's "To Reclaim a Legacy," make recommendations concerning the teaching of the humanities, and the requirements in the humanities for an AA degree. The work of the panel will be published in a report.

CCHA has a number of other projects in the pipeline, so to speak. Steve Curry and David Berry and the office completed a revised, improved version of the Introduction to History Summer Institute application and we hope to hear something early next month.

The office has also done a lot of spade work on a language summer institute. I would very much like to see us do something particular for languages, perhaps in connection with foreign cultures as this is an area much neglected by the Association. This potential summer institute can go in either of two directions and I have materials and potential directors for two different

types of projects. There may, of course, be some feeling at NEH that CCHA goes too often to the well but given the different types of constituencies we serve each time, it may be possible to defuse allegations of self-seeking.

Another grant application that is written and ready for the Board to review is the one you all read last year, submitted by Phil. Discussion of that application is on the agenda for a later moment.

The national office has been looking recently to the State Humanities Councils for some collaborative projects. We have had success in the last two years in securing financial aid from state humanities councils in the states in which we held our meetings. I attended the meeting of the Federation of the State Humanities Councils on the suggestion of the New Jersey Council - which elected me as a member and sent me as a delegate. There I publicized the work of CCHA and met a number of Council members. The executive director of the Federation has given me a list of council members that he thinks we can work with particularly fruitfully. I will be getting in touch with them in May and June and hope we can work closely with the Federation in the future.

A major project for the immediate future will be the national meeting if we do (as we did) decide to go along with that idea. A meeting place will have to be found and a hotel reserved, airline and housing accomodations set up, presentations allocated slots and so on -- I imagine the national office would play a significant role in that although it might be that the division presidents will decide to do it on a rotating basis. The division in which the meeting is located may take a major role in a given year.

Now I want to turn to my short list of issues, opportunities, and problems for the future. I exclude from this the problems of the move and so on as specific agenda items exist for certain identifiable problems. I also postpone discussion of the Fund Drive as Bill Biddle will lead discussion of the campaign.

Number One to me is membership. We grew to almost 1,000 but are losing members faster than we attract new ones.

1980-1981	1981-1982	1982-1983	1983-1984	1984-1985
613	938	936	966	780

There are two ways to look at the membership question -- as --

a) a perennial problem to which we should give constant attention, especially in the divisions, but there are probably only 1,000 to 2,000 out there who will ever be active and we will reach them eventually with existing procedures, or

b) a number one priority and the new Executive Director will have to allocate a big chunk of time and money to visiting colleges and plumping for joiners. I wanted to try that 2 or 3 years ago but the office did not have the budget. I think now we are more savvy and could target a few places with a good local program - maybe in connection with a special presentation organized by CCHA and funded in part by a State Humanities Council or local foundation - and get known that way. I think our biggest problem is still "recognition." It may be that an active role in the sharing of past work in the humanities as defined by Don Porter's report for the Status and Future Committee or consulting work as defined by Landon Kirchner in the letter I am distributing may give us visibility and more members.

Other issues include:

The role of the committees - the publications committee has not been active. Perhaps it could build a network to encourage the submission of quality manuscripts and to make suggestions improving our publications. In any case, if we are going to have a committee, it seems to me that it should have a specific role. This is particularly true in these days of change. Who is going to have the ultimate review over the publications?

Further, we have been very informal about committee membership - should there be more explicit guidelines? Can the same persons serve year after year? How much turnover should there be? Should it be controlled by the presidents of the divisions, by the Board, or by the executive director? What if the members of the committee or the whole committee do nothing?

I have been concerned with the circumstance that many humanities faculty feel that the administrations to whom they are ultimately responsible - be it their deans, division heads, or college presidents - are not, often, sympathetic to the goals and needs of humanities faculties. So it seemed to me we needed to improve lines of communication to deans and presidents and we needed to make sure that they were people that would understand, hear at least, our pleas and protestations. I contacted a number of people in my search for a definition of the problem and possible solutions.

One person came back to me with a letter, Landon Kirchner. With respect to my questions - he said we have to get faculty to serve on search committees - not just when it is a question of choosing between lousy A and worse B - but when the question is fresh and the world of candidates open. I agree with him and think it is important faculty think about their responsibilities in creating a better atmosphere. What do you think? He suggests we put out a flyer with suggestions for faculty.

He then offers a suggestion of his own, related, but quite different. He suggests that CCHA act in some way as an informal broker in placement -- listing vacancies and keeping a file of names and vitae -- and develop a field of references and entertain questions for information from people looking to fill positions. We have offered to publish placement ads but haven't been asked to do that very often. We have not pursued ads aggressively and we do not publish very frequently so we are probably not a very good place for ads. Perhaps we should become more active but perhaps that is better left for the Chronicle. Certainly, it could be useful to have the "curriculum vitae" of all the presidents, the summer institute and other grant project directors and others who have served the Association in any significant manner for perusal by persons searching for active humanists but we are not asked for anything like that. Should we wait for the time to come, should we try to build up demand - announcing a readiness to collect data and to distribute it in some limited fashion?

The third suggestion he made was that CCHA begin to act as a consulting bureau. This could be a very important service that CCHA could provide and builds on the kind of thing we are already doing in collecting information about new projects and in encouraging the development of new approaches through the workshops and institute we sponsor. Kirchner's suggestion is outlined on page 2 of his letter.

One last topic - Humanities Advisory Boards. I collected some solid reports from Triton College on "how to" set up such boards, the need for them and their use. I think it is time CCHA took a lead in this.

CCHA is committed as a council for the AACJC to pursuing a cooperative project with the Council on Occupational Education. We have not yet succeeded in doing this, but Phil is going to report on a philosopher's project that is concerned with occupational and technical courses that may constitute a first step in our fulfillment of this obligation. Phil will also report on the philosophy project proposal we mailed out to you last year.

Last year, recommendation was made that we devise a long-term financial policy - defining the % of income to be derived from membership, endowment, foundation monies and other sources. That has not been done. Perhaps we can make a start on it this summer, at least in accumulating the data on which such a determination would be made.

The computer question we resolved by borrowing a P.C. look-alike but postponed decisive action in light of the move.

I assure the presidents I have been working a document for them - a collection of old wives' tales about running meetings and such. It will be finished in June.

In conclusion, I want to say something about the staff. Betty and Joan are and have been enthusiastic about and loyal to CCHA. In spite of CCHA's imminent departure, they continue to support the Association fully. Both have given much beyond time to the Association; they have given imagination in extending the potential of the Association and energy in fulfilling its works. CCHA is as good as it is due to their continued professional growth in its service and their essential commitment to its goals. I personally and the whole Association as well owe them sincere thanks.

I want to thank the Board for the support it has given me and the helpful responses to my questions. I especially thank Don who always returns phone calls and discusses anything I ask about.

* * * * * * *

Evelyn Shields commented favorably on the idea of a foreign language summer institute, mentioned in Anne Rassweiler's report, as did May Brumbach who commented that business courses are encouraging language training and a special second-year, technical language course.

Don Schmeltekopf commented on the problem of members not renewing, that divisions must concern themselves with continuity in membership and recruiting renewals.

Philip Pecorino suggested that CCHA should make its resources better known, perhaps through the discipline associations -- their organizations, publications, and meetings. Mary Brumbach commented that the AACJC report will spin off some requests for information. Don Schmeltekopf added that we need to know better ourselves what resources are available -- for teaching and publicizing the humanities -- we need to inform ourselves and use the personal network to distribute information and news. Jim Palmer reported in answer to a

question that ERIC handles about 4,000 requests a year, mostly vocational, few humanities. ERIC builds and distributes bibliographies which guarantees a degree of distribution of programs listed.

Divisional Reports:*

In discussing highlights of the annual meeting, Gerald Riedling recalled the Southern Division had about 100 in attendance, got a South Caroline Committee for the Humanities Grant for the speaker, and had a very innovative local arrangements chair who collected local information and organized tours. Evelyn Shields emphasized the utilitarian orientation of her division and the importance of having practical-sounding titles. Phil Pecorino reported that one of his goals is independence and equality for the Eastern Division. He also discussed the importance of the delegation of authority within the regional executive committee -- that the president cannot do everything and needs to recruit and appoint active program and local arrangement chairpersons.

Sunday, April 14

Don Schmeltekopf opened the meeting at 7:45 a.m. He recommended 15 minutes per item with extra time for the Challenge Grant.

National Meeting:

Gerald Riedling presented a recommendation that the Association hold a national meeting at an appropriate place with presentations selected from annual meetings of previous years. The presidents will choose the programs and the Board organize the meeting. The executive director and the presidents will choose the keynote speaker. William Biddle commented he thought the national meetings would have a unifying effect and promote a national identity; he suggested every two years was too often and recommended we choose every three or four. Gaines Post recommended a 70/30 not 100% repetition of programs. Questions raised were -- would a regional meeting be held or not? Would the regional and national meeting split fees? How would we cover the costs of the national? Would the national office still fund the regional meetings? Some presidents felt they might want to have their regional meetings as well as a national meeting. Gaines Post asked, "What is the aim of the national meeting? What kind of people would go?" Answers included -- visibility for the Association and individuals; people meeting people, cross-fertilization. It was pointed out that the national meetings would draw fewer than the total expected at five regional meetings and that it would serve to reduce membership. Don Schmeltekopf supported the theme of national unity -- and

*For the complete reports, see p.p. 9-25.

recommended the first meeting for the fall of 1986 A unanimous vote passed Gerald Riedling's resolution.

Committee Reports:

The recommendations of the status and future committee received last year after the Board meeting were discussed. Don Schmeltekopf asked Anne Rassweiler to write Tziporah Kasachkoff with respect to the recommendations of the report; Gaines Post recommended that the committee get feedback on its work -- a letter of thanks. Mary Brumbach moved that the above-mentioned recommendations should be included in our correspondence with Tziporah Kasachkoff. The Board called the other recommendations to the attention of the executive director.

Committee on Research and Development:

The recommendations of awards in the humanities were discussed. It was suggested there be awards not more often than every three years and that the wording for the award to the individual include reference to experience in two-year college humanities teaching. It was agreed that the award-winner address the national meeting. The recommendation was passed unanimously.

Financial Report:

The Kaduson (CPA) report was noted and received. In discussion of the financial report certain problems were noted. Phil Pecorino restated that the Eastern Division wants equal treatment. The budget should not break out expenses for the division. The budget reflects an expectation of profit; there is some difference of opinion as to the accounting procedure. Other comments on the budget included requests for clarification on the calculation of interest (which reflects interest on expected increase in endowment funds and the increase in operating funds due to the early receipt of $25,000 for salaries); and requests for amended figures in salaries and estimated membership increase. It was moved, and passed unanimously, that the interest accumulated in the Endowment Fund 1984-1985 be left in it as part of the Fund. The budget was approved with the need for amendments noted

The Endowment Fund Campaign:

William Biddle, chairman of the Endowment Fund Campaign reported on monies collected, organizational structure in the process of construction, and campaign plans. His report is appended. The question was raised as to how CCHA collects from VISA and Master-Card. CCHA has a regular deposit fund with these companies -- a machine with forms come with it -- and we pay a percent for processing costs. In the discussion, Phil Pecorino made the following motion. "In each year that

a person contributes $100 or more he or she will receive a complimentary membership." The motion was passed unanimously.

Executive Director Position:

The Board approved the written description of the position. Dale Edmonds suggested that an apparatus for performance review should be established with special consideration of an evaluation to be provided by the Community College of Philadelphia. The review should be sent to the Board for consideration at the annual meeting. A salary maximum was set. Gaines Post commented on the applicants as being promising. A few more applications are on the way. The committee will meet to review those in hand, will review the others as they arrive, and meet in Philadelphia to conduct interviews on May 4 and 5. Qualities especially sought include experience and ability in administration, tenacity, intelligence, and a responsiveness to people. Discussion weighed the relative merits of fund-raising ability as against internal experience, an "outside" perspective and receptivity to concerns across the country as compared to a showcase scholar, someone using CCHA as a soapbox.

Membership:

The relatively small number of members and the difficulty of keeping members was recognized. Discussion focused on mobilizing members to rejoin. Particular interest was expressed in a glass-faced envelope as a bill for renewals. (Pledges, too, should be "billed.") A computer program should give divisional presidents a summary of lapsed members. Discussion of letters to lapsed members covered the range of "no letters" to one with a tone of "we can help you, we need numbers, specifics on your needs." Phone calls were suggested. A questionnaire is being sent out and the results will be sent to Mellon, on request, and available for future discussion.

Archives:

The national office was authorized to "shred," at Anne Rassweiler's discretion.

Community College of Philadelphia:

Gaines Post moved that the chairman of our Board write to the chairman of the Community College of Philadelphia Board expressing our deep gratitude.

Board Matters:

Don Schmeltekopf suggested Anne Rassweiler serve as vice-chairman of the Board for a year. Mary Brumbach asked if she is willing. Anne Rassweiler said yes and the Board affirmed the nomination. Mary Brumbach praised the work of Joan

Hylander and Betty Barnes and recommended that their contribution to the Association be recognized. The other members agreed. The Board considered the need to renew Board membership. Gaines Post and Judith Eaton were nominated for three years, Arthur Choen for two years. Thomas Lambeth has two more years to go, Don Schmeltekopf has one year to go. The presidents are on during their terms of office. The Eastern Division president will have a one year term. A nomination committee was formed with Evelyn Shields as chairperson to recommend a successor to Don Schmeltekopf in the position of Board chairperson.

Projects:

Two philosophy projects were discussed. Phil Pecorino's project had been sent out for review in the fall. He reported on the support for the project that he has received and his efforts to meet objections raised by a number of readers. The Board voted unanimously in approval of his submission of the project to NEH in December. The second project, a cooperative one with Robert Baum for incorporating philosophy in the occupational career core curriculum, was approved by a majority vote. Gaines Post voted nay. News of these projects should be reported in the September Humanist.

Other projects include the language ones discussed by Anne Rassweiler in her report. Anne Rassweiler also suggested that CCHA propose small conferences dealing with specific questions and negotiate funding for them from a variety of sources, including state humanities committees. These might meet needs of college faculty unable to attend annual meetings or uninterested in them as well as calling attention to the humanities in a specific, small area perhaps little served by public organizations.

New Business:

Phil Pecorino asked Gaines Post to write up a definition of tasks for the Board members who are not presidents of divisions -- what are their duties and responsibilities?

Funding suggestions: Rockefeller, Atlantic Richfield, and Kellogg were mentioned as foundations to which CCHA might turn for support of specific projects. Mary Brumbach supports the summer institutes form. It was suggested that CCHA organize summer institutes -- provide the organizational back-up and help find topics of interest, faculty, and places. This idea was very well received.

The presidents want to consider redividing the geographical assignments of divisions. This must be put on the agenda next year.

The Board recommended that the national organization send letters to college presidents recognizing the service of divisional presidents.

The contract with the Community College of Philadelphia was briefly discussed. It included the following topics: the negotiation of indirect costs, computer use, evaluation of the executive director, hiring of office staff.

It was agreed that the 1986 Board meeting will be held at the Community College of Philadelphia.

The meeting was adjourned at 11:00 a.m.

Community College Humanities Association
Financial Statement

May 1, 1984 - April 30, 1985

Assets:

Cash on hand May 1, 1984	32,243	
Endowment Fund	22,893	
Restricted cash (NEH)	2,151	
Total assets		57,287

Revenues:

Memberships		
Individual	11,786	
Institutional	600	
Contributions		
Endowment Fund	3,280	
Interest		
Certificates of Deposit	2,287	
Trust Account	3,271	
Savings Account	27	
Book sales	115	
Grant Support		
Mellon	25,000	
Matchette	2,000	
NEH	4,000	
State Councils for the Humanities	7,241	
Human Values workshop	835	
Division registration fees	19,210	
Total revenues		79,652

Expenditures:

Salaries[1]	16,461	
Office	5,087	
Publications[1]	9,468	
Travel & per diem	4,318	
Committee expenses	236	
Program	3,377	
Human Values workshops	4,528	
NEH Summer Institute project	2,221	
Challenge grant fund raising costs	477	
Executive director search	1,461	
Materials purchased through New Jersey Committee for the Humanities	6,516	
Division expenditures [2]	27,215	
Total expenditures		81,365
Assets April 30, 1985[3]		55,574

Notes:

[1] $3,650 additional salary, $1,800 consultant fees, and $648 publication costs paid from NEH project grants.

[2] See appendix.

[3] These assets are held as follows: $28,460 in the CCHA Endowment Fund, $25,044 cash in hand, and $2,070 in restricted funds. The Endowment Fund includes $20,000 in certificates of deposit, $2,287 in interest, and $6,173 in contributions.

Report of the Committee on the Status and Future of the Humanities
April 1985

As noted in our '84 report, the committee conducted a survey of a large number of community college catalogs throughout the country to determine the number of humanities courses required for the various degrees offered. We also noted which courses each college had designated as satisfying those degree requirements. That survey revealed the following:

(1) the number of units required varied from 0-20;

(2) degree requirements could occasionally be met by either social science courses or humanities courses;

(3) a wide variety of courses could be used to satisfy the humanities requirement: courses in composition, performing arts classes, any speech course, first-year foreign language, ornamental horticulture and welding, journalism, photography, etc.

At our annual meeting in November 1984, the committee developed a set of criteria to be met by any course designed to satisfy the humanities requirement leading to the Associate Degree. It decided to poll humanities faculty members directly to get their responses to the suggested criteria. Faculty were also requested to comment on the chances for implementing these criteria and to surmise where support and opposition to implementation might arise. Faculty surveyed were also asked to report on the number of units required to satisfy a humanities requirement for the various associate degrees offered by their college; to advise as to what they would recommend be required and to assess the chances for increasing the number of humanities units required.

We were also interested in discovering which of the CCHA sponsored activities they had participated in, and what impact the various conferences and workshops had had.

A questionnaire was devised and mailed to approximately 400 humanities instructors, using as our mailing list CCHA members, conference and workshop attendees. Sixty-one persons responded.

SUMMARY OF THE QUESTIONNAIRE:

1. There was overwhelming support for the criteria developed: emphasis on primary sources; a critical, evaluative writing component; content providing basis for discussion of value assumptions; content meant to develop the ability to make intelligent choices by analysis of concepts as they apply to specific situations; consideration of alternative responses to material presented by author, artist, philosopher, etc.; reading and discussion of views presented in major texts. The only significant reservation was over the use of primary source material in the course.

2. On a scale of 1-5 (5 excellent, 1 poor), responses ranged from 3.1 and 3.5 on the chances for each of the criteria being implemented in their college.

3. Major support was thought to be forthcoming from humanities faculty and administrators; major opposition from non-humanities faculty -- other "liberal arts" instructors and science and vocational/technical instructors.

4. Again, there is a wide variety in the number of units required to satisfy a humanities requirement in a degree program, with some respondents noting that it "depended upon what counted" as humanities.

5. The overwhelming majority recommended 3 units beyond the units currently required, but also noted that the chances for any increase were remote.

6. Forty-six of the 61 polled had attended one or more of the Association's activities, and 29 had some success in implementing ideas developed while attending.

7. Any curriculum innovations were supported, generally, by humanities faculty and, in a few cases, by administrators; implementation of new ideas generally was hindered by non-humanities faculty, faculty inertia, lack of time and funds.

RECOMMENDATIONS:

As a result of the survey, the committee would like to recommend the following to the Board.

1. That CCHA (perhaps in conjunction with AACJC and/or NEH) recommend that any course designated as satisfying a humanities requirement for an Associate Degree at a community college include as components of that course the following:

   a. emphasis on primary sources;

   b. a critical, evaluative writing component;

   c. content which would provide the basis for discussion of value assumptions;

   d. the development of the ability to make intelligent choices by analysis of concepts as they apply to specific situations: e.g., case studies, moments in history, etc.;

   e. consideration of alternative responses to material presented by an author, an artist, a philosopher, etc.;

   f. reading and discussion of views presented in major texts.

2. That all Associate Degree programs, including the Associate of Applied Science Degree include, as a requirement, a course in humanities.

3. That the Association consider additional ways of bringing humanities faculty together with administrators, counselors, science and vocational/occupational faculty to stress the importance of humanities education regardless of career goals. Many workshops have explored possibilities of integrating humanities education into the vocational and technical areas; perhaps the time is ripe to develop

broad support for humanities courses per se as an essential ingredient in any college curriculum. This might be accomplished by inviting administrators and non-humanities faculty members to attend and participate in our conferences and to have specific sessions developed to open lines of communication with those who have traditionally been opposed to increasing the humanities component in the curriculum -- "How the humanities can aid the student in your area of instruction" might be a theme.

The committee would also like to recommend the following, based upon findings in previous surveys:

4. The Humanist include an article on NEH grants available to community colleges, encouraging members to consider the possibility of applying for such grants to revitalize curricula and to encourage future development.

5. Identify exemplary programs in the humanities; publish these -- a few at a time -- in our Proceedings or in the Humanist, or publish a separate publication describing them. Invite coordinators of such programs in one division to attend conferences in other divisions.

6. Encourage faculty to work with re-entry programs to encourage those returning to college to enroll in humanities courses.

7. Encourage faculty to develop means to tie in community college activities that reach the community -- dramatic presentations, concerts, workshops, poetry readings, lecture series, art exhibits, etc. -- with on-campus courses in art/music/literature appreciation.

Chairman: Donald Porter
Committee Members: Janice Allen
Peggy Boegeman
Tom Boghosian
Linda Spoerl
Jimmie Styles
Susan Waugh

Report of the Committee on Research and Development
March 1, 1985

The report of the Research and Development Committee takes the shape of two recommendations. The R & D Committee recommends that the CCHA establish two awards, the Award for the Distinguished Humanities Educator to be given to an indi-

vidual, and the Distinguished Achievement in Humanities Award to be given to a deserving institution. The description of and criteria for these awards are attached.

These awards, the committee believes, will achieve several purposes. First, they will, of course, draw attention to the role of the humanities in community college education. They will also recognize an individual's efforts and a college's commitment to strengthen and support the humanities. Third, the committee hopes that these awards stimulate other programs and people to focus on the humanities and, at the least, encourage faculty and administrators to consider adapting model or award-winning programs to their own institutions.

RECOMMENDATION FOR HUMANITIES AWARDS:

Two types of awards will be presented:

1. The Award for the Distinguished Humanities Educator to be presented to no more than one individual each year, and

2. The Distinguished Achievement in the Humanities Award to be presented to institutions, the number to be determined by the judges.

1. Award for the Distinguished Humanities Educator

The Award for the Distinguished Humanities Educator shall be presented to an individual whose commitment to the humanities is exemplary. The Award shall be presented in recognition of commitment to and support of high standards in the teaching of the humanities.

The Award shall be in the form of an attractive certificate identifying the honor and the occasion; the recipient shall also be recognized in the press and at his or her CCHA division meeting at which time the recipient shall be asked to deliver a lecture, which will be published in the CCHA publications. The recipient shall be provided expenses and an honorarium.

Announcement of the Award shall be printed in The Chronicle of Higher Education, the CJC Journal, CCHA Humanist, and other humanities publications, and shall include a call for nominations. The announcement shall be published by June 15 with an October 1 deadline for nominations. The Committee on Research and Development shall receive and screen the nominations and recommend 0-3 names to the Executive Board, as part of its regular business, and shall transmit its recommendations to the CCHA Board of Directors by March 1. Should no nominees be considered worthy of the honor, the Award will not be given that year.

2 Distinguished Achievement in the Humanities Award

The purposes of the Distinguished Achievement in the Humanities Award shall be to recognize excellent humanities programs within specific institutions; to recognize those community colleges that encourage the creation of excellent humanities programs; to stimulate, through the Award, an increase in the number of institutions that foster excellence in the humanities.

The Distinguished Achievement in the Humanities Award shall be presented to institutions which accomplish these purposes.

Recipient institutions shall have demonstrated their commitment to the humanities in a variety of ways, including the number of full-time faculty teaching courses in the humanities; the nature of professional development activities that encourage instruction in the humanities; recognition and support of excellent curriculum development in the humanities; encouragement of supplementary humanities projects; and funding humanities projects, courses, and curricula.

The Awards shall be in the form of a suitable certificate identifying the honor and the occasion. The institutions shall also be recognized through press releases and announcements at division meetings. Furthermore, the recipient institutions will be granted a one year institutional membership in CCHA.

Announcement of the Awards shall be printed in The Chronicle of Higher Education, the CJC Journal, and CCHA publications and shall include a call for nominations by division. Institutions may nominate themselves. The announcement shall be published by June 15 with an October 1 deadline for nominations. The Committee on Research and Development will receive and screen the nominations, as part of its regular business, and will transmit its recommendations to the CCHA Board of Directors by March 1. Should no nominations be considered worthy of the honor, the Award will not be given that year.

Chairman:	Myrna Goldenberg
Committee Members:	Barbara Bilson
	M. Thomas Cooper
	Kathy Earley
	Rhonda Kekke
	Bruce B. Suttle

Bulletin

CONFERENCES

October 24, November 8, November 14, 1985	CCHA three regional workshops on the topic, "Teaching Introductory Level Philosophy," supported, in part, by the Matchette Foundation and held in conjunction with the CCHA Southern, Eastern, and Pacific-Western annual meetings.
October 4-6 1985	Central Division annual meeting at Loop College, Chicago (IL). The theme of the meeting is "Making the Humanities Work." For further information, contact Evelyn Shields, Delta College, University Center, MI 48710;(517) 686-9458; and Don Sanborn, Humanities Department, Loop College, 30 E. Lake Street, Chicago, IL 60601; (312) 984-2807.
October 24-25, 1985	Southwestern Division annual meeting at the Monteleone Hotel, New Orleans (LA). The host college is Delgado Community College. The theme of the meeting is "Reclaiming the Legacy: The Humanities in the Community College." For further information, contact Mary A. Brumbach, Brookhaven College, Learning Resource Center, 3939 Valley View Lane, Farmers Branch, TX 75244; (214) 620-4851.
October 24-26, 1985	Southern Division annual meeting at the Hilton Inn, Winston-Salem (NC). The host college is Forsyth Technical Institute. The theme of the meeting is "The State of the Humanities in the South -- Innovation and Change." For further information, contact Gerald Riedling, Jefferson Community College, 109 East Broadway, Louisville, KY 40202; (502) 584-0181 ext. 127.

November 8-9, 1985	Eastern Division annual meeting at the Holiday Inn, Center City, Philadelphia (PA). The host college is the Community College of Philadelphia. The theme of the meeting is "Liberal Learning in the Community College." For further information, contact David Berry, Essex County College, 303 University Avenue, Newark, NJ 07102; (201) 877-3251.
November 14-16, 1985	Pacific-Western Division annual meeting at the Madison Hotel, Seattle (WA). The host colleges are Highline Community College and Green River Community College. The theme of the meeting is "Meeting the Challenge: The Humanities in the Mid-Eighties." For further information, contact Jeff Clausen, Green River Community College, 12401 SE 320th Street, Auburn, WA 98002; (206) 833-9111 ext. 283, or (206) 862-6579.
March 12-15, 1986	The American Association for Higher Education national conference at the Washington Hilton Hotel, Washington, DC. For further information, contact AAHE, Suite 600, One Dupont Circle, Washington, DC 20036; (202) 293-6440.
April 13-16, 1986	American Association of Community and Junior Colleges annual convention at the Sheraton Towers Hotel, Orlando (FL). For further information, contact Connie Sutton, AACJC, Suite 410, One Dupont Circle, Washington, DC 20036; (202) 293-7050.
Fall, 1986	CCHA second national annual meeting to be held in San Francisco (CA).

CCHA General Endowment Fund Contributors

BENEFACTORS
($100 or more)

Alberta Arthurs
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Community College Humanities Association

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1984

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DUNDALK COMMUNITY COLLEGE (MD)
President Philip R. Day

TACOMA COMMUNITY COLLEGE (WA)
President Carlton Opgaard

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1984

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AGTE, LLOYD
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Chapel Hill (NC)

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BAHN, ADELE
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Los Angeles Trade Technical Community College (CA)
BATSCHA, PAUL
Lincoln Land Community College (IL)
BAXTER, LEE
Glendale Community College (AZ)
BAYER, JOHN
St. Louis Community College/ Meramec (MO)
BAYLEY, CONRAD
Glendale Community College (AZ)
BEAR, CAROL
St. Louis Community College (MO)
BEKEART, DANA
Kauai Community College (HI)
BELL, LEONA
Moberly Area Junior College (MO)
BELL, MARY D.
Mesa College (CA)
BELLAVANCE, CORTLANDT
Atlantic Community College (NJ)
BENBROOK, DORIS B.
Glendale Community College (AZ)
BENKENDORF, RAY R.
Southwestern College (CA)
BENSON, HARRY K.
Maysville Community College (KY)
BENSON, PAUL
Mt. View College (TX)
BERD, MALCOLM
Triton College (IL)
BERGER, CAROL ALTEKRUSE
St. Louis Community College/ Florissant Valley (MO)
BERGER, MARY JO
Denver, CO
BERNARDI, RICHARD L.
Rock Valley College (IL)
BERNIER, ROGER J.
New Hampshire Vocational-Technical College (NH)
BERRY, DAVID
Essex County College (NJ)
BERTCH, JULIE
South Mountain Community College (AZ)
BESTOCK, DONNA
Skyline College (CA)
BIASOTTI, RAYMOND
Norwalk State Technical College (CT)
BIDDLE, WILLIAM
Walters State Community College (TN)
BILLIAR, DONALD
Union County College (NJ)
BILSON, BARBARA
Santa Monica College (CA)
BISBEE, RICHARD
Worthington Community College (MN)
BISSELL, OLIVIA
Somerset County College (NJ)
BLACKARD, JOHN A.
Randolph Technical College (NC)
BLACKMAN, A.F.
Anderson College Library (SC)
BLACKMON, ANNA C.
Brevard Community College (FL)
BLOOM, STUART
Schoolcraft Community College (MI)
BODINO, ANGELA
Somerset County College (NJ)
BODKIN, GERALDINE
Northeastern Junior College (CO)
BODNARUK, VIRA
Daley College/City College of Chicago (IL)
BOEGEMAN, MARGARET B.
Cypress College (CA)
BOGHOSIAN, THOMAS F.
Atlantic Community College (NJ)
BOJAR, KAREN
Community College of Philadelphia (PA)
BOLLES, DAVID C.
San Diego, CA

BOSCO, SISTER JOHN
St. Mary's College of O'Fallon (MO)
BOTTORFF, JAMES H.
Tarrant County Junior College (TX)
BOURKE, PATRICK
St. Clair County College (MI)
BOWEN, NANCY H.
Del Mar College (TX)
BOYDEN, JAMES E.
Broome Community College (NY)
BOYER, LAWRENCE B.
Alpena Community College (MI)
BRACKETT, MARY W.
Norwalk Community College (CT)
BRADLEY, MICHAEL
Motlow State Community College (TN)
BREED, LOREE
Longview Community College (MO)
BREITWIESER, DIANNE E.
Shrewsbury, MO
BRIDGES-KARALINS, KATHE
Cuyahoga Community College (OH)
BRISCOS, B.A.
Garland Community College (AR)
BRONZAN, SHARON
Portland Community College (OR)
BROWN, JAMES L.
Kansas City Community College (KS)
BROWN, JOHN E.
Harford Community College (MD)
BRUMBACH, MARY ALICE
Brookhaven College (TX)
BRUMBACH, VIRGINIA WHITCOMB
Eastfield College (TX)
BRYTAN, ROBERT L.
Orange Coast College (CA)
BUNYAN, JEANNE
Kauai Community College (HI)
BURCHINAL, KENNETH H.
Coffeyville Community College (KS)
BURGOS-SASSCER, RUTH
Aquadilla Regional College
University of Puerto Rico (PR)
BURKE, BOBBYE J.
Community College of Philadelphia (PA)
BURKS, THOMPSON
University College of Cincinnati (OH)
BUSHNER, THERESE
Waukesha County Technical Institute (WI)
BUSS, PAULINE ANN
William R. Harper College (IL)
CAMERON, GLEN T.
Miles Community College (MT)
CANNEY, DANIEL J.
Cuesta College (CA)
CAPELLA, BARRY JOHN
Orange County Community College (NY)
CARDWELL, JOHN
Parkland College (IL)
CARESIO, CAROLE
Illinois Valley Community College (IL)
CARLSON, CHARLES R.
Bakersfield College (CA)
CARMEAN, C. JEAN
Whatcom Community Collexe (WA)
CARPENTER, GARRETT R.
Front Range Community College (CO)
CARRIER, SHARON McENTEE
Brevard Community College (FL)
CARRITHERS, DAVID R.
Prairie State College (IL)
CARROLL, EARL
Chipola Junior College (FL)
CASKEY, DAVID H.
Rock Valley College (IL)
CASTELLI, ROSEMARY A.
Goldey Beacom College (DE)
CASTERLINE, WINI
Mt. Hood Community College (OR)
CATO, JOHN DAVID
LaGuardia Community College (NY)
CECIL, DONALD
Islands Community College (AK)
CENTRAL LIBRARY
Aurora, CO
CHANCE, RUSSELL J.
John C. Calhoun Community College (AL)
CHANCEY, J. FREDERIC
Chemeketa Community College (OR)
CHAND, SUNIL
Triton College (IL)
CHANEY, L. DWIGHT
Paris Junior College (TX)
CHASE, ALISON H.
Passaic County Community College (NJ)
CHASE, SISTER CONSUELA
Mallinckrodt College (IL)
CHASE, TOM
Linn-Benton Community College (OR)
CHENEY, KEN
Linn-Benton Community College (OR)
CHESS, SONIA MARY
University of Hawaii/Honolulu Community College (HI)

CHRISTENSEN, JANE
National Council of Teachers of English (IL)
CHRISTOFFERSON, VICKI
University of New Mexico (NM)
CIGNARELLI, MARY
Illinois Central College (IL)
CIUMMO, JOSEPH A.
Community College of Allegheny County (PA)
CLAPP, BOB
Blue Mountain Community College (OR)
CLARK, TONIA
North Seattle Community College (WA)
CLAUSEN, JEFFREY
Green River Community College (WA)
CLOUTIER, ARTHUR C.
Manchester Community College (CT)
COHEN, ARTHUR M.
Center for the Study of Community College (CA)
COLE, BARBARA H.
Sandhills Community College (NC)
COLEMAN, JERRY
Union County College (NJ)
COLLINS, HELEN
Nassau Community College (NY)
COLLINS, WILLIAM
Jefferson College (MO)
CONNELL, THOMAS P.
Ocean County College (NJ)
COOKE, VIRGINIA B.
Fraser Valley College (CN)
COOMBES, DAVID
Shelby Community College (TN)
COONEY, NEILL L.
Cypress College (CA)
COOPER, DAVID L.
Jefferson Community College (KY)
COOPER, JAMES G.
South Plains College (TX)
COOPER, M. THOMAS
Monroe Community College (NY)
CORNELIUS, ERWIN
McHenry County College (IL)
CORSBERG, DOROTHY
Northeastern Junior College (CO)
COX, DIANE
Midlands Technical College (SC)
CRAFT, DALE L.
Westmoreland County Community College (PA)
CRAWFORD, CARRIE
Brookhaven College (TX)
CRESS, DONALD A.
Northern Illinois University (IL)
CROMEY, LILLIAN K.
Northwestern Connecticut Community College (CT)
CROUCH, MARGARET W.
Goldey Beacom College (DE)
CROUSE, JOAN M.
Hilbert College (NY)
CROWL, JOHN R.
Navajo Community College (AZ)
CURRIER, GLENN
El Centro College (TX)
CURRY, BEATRICE
Columbia State Community College (TN)
CURRY, STEVE
New York University (NY)
CURTIS, STEPHEN M.
St. Louis Community College (MO)

DABELKO, ELAINE
Hocking Technical College (OH)
DAMIANI, BRIAN P.
Virginia Beach, VA
DANESI, SHARON
Mineral Area College (CO)
DANFORTH, CHARLES
University of Maine (ME)
DAGGETT, NANCY SUE
Aims Community College (CO)
D'ANGELO, ANTHONY J.
Peirce Junior College (PA)
DANIELSON, ROBERT W.
Grossmont College (CA)
DAUBE, JONATHAN M.
Berkshire Community College (MA)
DAUGHERTY, CHARLES H.
Humanities Foundation of West Virginia (WV)
DAUM, BARBARA
North Seattle Community College (WA)
DAVIS, CHARLES W.
DeKalb Community College (GA)
DAVIS, MURIEL
San Diego Mesa College (CA)
DE FEVER, SUSANNA
St. Clair Community College (MI)
DEMBROW, MICHAEL
Portland Community College (OR)
DERRICK, DORIS
Blue Mountain Community College (OR)
DETRANA, FATHER GEORGE F.
J. Sargeant Reynolds Community College (VA)

DHAR, KAREN R.
Ellsworth College (IA)
DIETZ, ROBERT
Olympic College (WA)
DILLARD, BETTY G.
Forsyth Technical Institute (NC)
DILLARD, GEORGIA
Phoenix College (AZ)
DINBERGS, RUTH B.
Montgomery College (MD)
DOBKINS, BETTY BROOKE
Tulsa Junior College (OK)
DOGGRELL, JOAN
Clark County Community College (NV)
DONAHOE, MARY A.
Central Oregon Community College (OR)
DONAHUE, CYNTHIA
Brevard Community College (FL)
DONOGHUE, JOHN
New York City Technical College (NY)
DORAN, JAMES P.
Ocean County College (NJ)
DOUGLAS, ROBERT
Anchorage Community College (AK)
DOUGLAS, WALTER D.
San Bernardino Valley College (CA)
DRABECK, BERNARD A.
Greenfield Community College (MA)
DREGER, SISTER IRMA
Mallinckrodt College (IL)
DREISBACH, CHRISTOPHER
Villa Julie College (MD)
DREWEK, PAULA A.
Macomb County Community College (MI)
DRISSEN, ED
Rock Valley College (IL)
DRIVER, MARGARETE
Middlesex County College (NJ)
DUGAN, MARJORIE
Community College of Philadelphia (PA)
DUPERRE, MAURICE R.
Midlands Technical College (SC)
DUVALL, BETTY
St. Louis Community College (MO)
DWYER, DORIS D.
Western Nevada Community College (NV)
DYCK, STANLEY P.
Cowley County Community College (KS)

EAGLE, ANITA
League for Innovation in the Community College (PA)
EARLEY, KATHY
Middlesex County College (NJ)
EASON, DOUGLAS O.
Columbia State Community College (TN)
EATON, JUDITH S.
Community College of Philadelphia (PA)
EBENRECK, CLYDE
Prince George's Community College (MD)
EBERSOLE, JAY F.
Harrisburg Area Community College (PA)
ECKELBERG, CYRIL
Clinton Community College (IA)
EDMONDS, CAROLE L.
Kellogg Community College (MI)
EDMONDS, DALE
Fortland Community College (OR)
EDRINGTON, DEVON
Tacoma Community College (WA)
EGAN, MARY
Elizabeth Seton College (NY)
EGGLESTON, PATRICIA C.
Delta College (MI)
EISENBERG, DIANE U.
Council for the Advancement of Citizenship (DC)
EL-GINDY, GIHAN
Community College of Baltimore (MD)
ELLIOT, GREY
Blue Mountain Community College (OR)
ELLIS, GRACE W.
Central Carolina Technical College (NC)
ELLIS, HELEN E.
Greenfield Community College (MA)
EMIG, JULES
Tulsa Junior College (OK)
EMOND, LOUIS
Dean Junior College (MA)
ENGLER, BARBARA
Union County College (NJ)
ENGLISH DEPARTMENT
Indiana University of Pennsylvania (PA)
ENGLISH DEPARTMENT
Trocaire College (NY)
ENGLISH STUDIES DIVISION
Prince George's Community College (MD)
EPSTEIN, DONALD B.
Clackamas Community College (OR)
EUBANKS, SANDY
Jefferson Community College (KY)

EVANS, MARY JO
Valencia Community College (FL)
FABISINSKI, NANCY M.
Calhoun Community College (AL)
FARLAND, JULIEN M.
Middlesex Community College (MA)
FEARRIEN, ROBERT R.
Kapiolani Community College (HI)
FEDOR, JOAN
Highline College (WA)
FELDMAN, RUTH
Chabot College (CA)
FENLON, KATHERINE F.
Jefferson Community College (NY)
FERGENSON, LARAINE
Bronx Community College (NY)
FERRANCE, FRANCIS J.
Victor Valley College (CA)
FERRY, MARJORIE
Chemeketa Community College (OR)
FIFE, E. THOMAS
James Sprunt Technical College (NC)
FINKELSTON, CANDACE
St. Louis Community College at Meramec (MO)
FINKELSTON, TED
St. Louis Community College at Florissant Valley (MO)
FINNEGAN, MARIANNE
Saratoga Springs, NY
FISHINGER, SONDRA
Union County Technical Institute (NJ)
FLAMM, JOYCE
Eastern Arizona College (AZ)
FLANAGAN, JAMES M., III
St. Mary's College (MO)
FLINT, MARTHA
Housatonic Community College (CT)
FLYNN, ELIZABETH ANN
Chabot College (CA)
FORD, RICHARD CHARLES
Muskegon Community College (MI)
FORMAN, EDWARD H.
Community College of Philadelphia (PA)
FORSYTH, TONI M
Los Angeles City College (CA)
FOUNTAIN, BEN E.
Isothermal Community College (NC)
FRANKLIN, PHYLLIS
Association of Departments of English (NY)
FRANKS, JERRY
Midland College (TX)
FREDA, ADOLPH F.
West Orange, NJ
FREEMAN, KELLER CUSHING
Greenville Technical College (SC)
FRIEDMAN, ENID
Essex County College (NJ)
FRIEDMAN, JUDITH P.
Bergen Community College (NJ)
FRIEDMAN, F. RICHARD
Central Oregon Community College (OR)
FRY, LEE
Kirkwood Community College (IA)
FUTRELL, KRISTEN A.
Santa Rosa Junior College (CA)

GALLAGHER, BRIAN
LaGuardia Community College (NY)
GALUB, ARTHUR L.
Bronx Community College (NY)
GANZ, DIANE S.
Montgomery College (MD)
GARDENHIRE, DORIS
Henderson County Junior College (TX)
GARGER, JEROME
Lane Community College (OR)
GARRETT, C. BRADFORD, JR.
Carl Albert Junior College (OK)
GARRISON, DOUGLAS
College of the Desert (CA)
GASARCH, PEARL
New York City Technical College (NY)
GASKEY, NORMA L.
Jefferson Community College (KY)
GATTEN, MARY ANN
Lincoln Land Community College (IL)
GELLMAN, LOLA B.
Queensborough Community College (NY)
GENTRY, R.B.
Jacksonville, FL
GERSON, JESSICA
Dutchess Community College (NY)
GILKES, LOLITA
Brookhaven College (TX)
GILLESPIE, HAROLD R., JR.
Central Oregon Community College (OR)
GILLILAND, JOE
Cochise College (AZ)
GILROY, VIVIENNE
Union County College (NJ)
GLYNN, DANIEL
Highland Community College (KS)
GOLDBERG, GEORGINE
Green River Community College (WA)
GOLDENBERG, MYRNA
Montgomery College (MD)
GOLDSMITH, ELLEN
New York City Technical College (NY)

GOOD, FRAN
Longview Community College (MO)
GOODELL, ALAN
Mt. Hood Community College (OR)
GOODELL, DIANNE
Delaware Technical & Community College (DE)
GRABER, PATRICIA A.
Middlesex County College (NJ)
GRADY, SUSAN H.
Greenville Technical College (SC)
GRATTON, MARGARET
Mt. Hood Community College (OR)
GRAY, PATSY R.
North Harris County College (TX)
GRIBBON, ROBERTA R.
Chesapeake College (MD)
GRIFFIN, BETTY S.
Spartanburg Methodist College (SC)
GRIFFIN, DAN
Tri-Cities State Technical Institute (TN)
GRIGNON, PATRICIA
Saddleback College (CA)
GRIMES, GEOFFREY
Mountain View College (TX)
GRUEN, LIZ
Union County College (NJ)
GRUGAN, ART
Holy Family College (PA)
GUNTER, LARRY B.
Cochise College (AZ)
GWATHMEY, MARGARET
Skyline College (CA)

HACKETT, CATHY S.
Lexington Technical Institute (KY)
HADDAD, MARGARET
Maricopa Community College (AZ)
HAIST, GORDON K., JR.
University of South Carolina at Beaufort (SC)
HALL, CARL R.
Yuba College (CA)
HALTOM, QUITA T.
Jackson State Community College (TN)
HAMILTON, PHYLLIS R.
Frederick Community College (MD)
HAMILTON, ROBERT
Bellevue Community College (WA)
HANGARTNER, PARTICIA
Mt. Hood Community College (OR)
HANNA, PAUL S.
North Nevada Community College (NV)
HANSEN, BRITTA D.
Lane Community College (OR)
HANSON, STEVE
Edmonds Community College (WA)
HARDY, MICHAEL D.
Community College of Philadelphia (PA)
HARGREAVES, HAL H.
Chemeketa Community College (OR)
HARMAN, WILLIAM CLAIR
Delta College (MI)
HARPER, DIANE
Massachusetts Bay Community College (MA)
HARPER, JANE
Tarrant County Junior College (TX)
HARRIENGER, TERESA J.
Mater Dei College (NY)
HARRIS, BILL
Sandhills Community College (NC)
HARRISON, BILL
Santa Rosa Junior College (CA)
HARRISON, J. DEREK
Monroe Community College (NY)
HARWELL, ANITA S.
Midland College (TX)
HATTAWAY, KAREN
San Jacinto College (TX)
HAUSSAMEN, BROCK
Somerset County College (NJ)
HAWKINS, MARK
Foothill College (CA)
HAYDEN, JEAN L.
North Harris County College (TX)
HAYES, TRICIA
Catawba Valley Technical College (NC)
HAYS, C. LANSING
Mayfield Publishing Company (CA)
HEDBERG, LOIS M. L.
Old Saybrook, CT
HENDRICK, LARRY
Sacramento City College (CA)
HERNAN, JOHN J.
Montgomery County Community College (PA)
HERNANDEZ, ANA MARIA
LaGuardia Community College (NY)
HEROLD, DONALD L.
Berkshire Community College (MA)
HERSHINOW, SHELDON
Kapiolani Community College (HI)
HERT, JUDITH
San Bernadino Valley College (CA)
HERZFELD, EVA
Mattatuck Community College (CT)

HERZOG, ROBERT H.
Monroe Community College (NY)
HEYMANN, JANE N.
Mitchell Community College (NC)
HICKS, LYNN F.
Central Florida Community College (FL)
HIEDEMANN, ROBERT E.
John Tyler Community College (VA)
HINGA, JOHN POWELL
Westminster, CO
HIRSCHHORN, JOYCE DONEN
South Central Community College (CT)
HOCHSTETTLER, DAVID
Yavapai College (AZ)
HOCKING TECHNICAL COLLEGE
Nelsonville (OH)
HODGDEN, BETTY
Shawnee State Community College (OH)
HOEFT, BOB
Blue Mountain Community College (OR)
HODGE, SYLVIA F.
Forsyth Technical Institute (NC)
HOFFNER, DOROTHEA R.
Union County College (NJ)
HOGAN, LAWRENCE
Union County College (NJ)
HOLLIS, EDNA S.
Lewis & Clark Community College (IL)
HOROWITZ, DANIEL
Claremont, CA
HOSHAW, LLOYD
Rock Valley College (IL)
HOWARD, JUDITH JEFFREY
American Association of Community and Junior Colleges (DC)
HOWE, WARREN
Blue Mountain Community College (OR)
HOYLE, MARGARET
Grand Rapids Junior College (MI)
HUBBS, JANET B.
Ocean County College (NJ)
HUDSON, JULIE
Community College of Denver (CO)
HUMANITIES DIVISION
College of the Albemarle (NC)
HUMANITIES DIVISION
Phoenix Community College (AZ)
HUMPHREY, TOM
South Western Oregon Community College (OR)
HUNGAR, JULIE
Seattle Central Community College (WA)
[illegible], RUTH
Weatherford College Library (TX)
HYDE, MARGARET
Evergreen Valley College (CA)
HYLANDER, JOAN
CCHA Staff (NJ)

IANNI, LINDA
Michigan Council for the Humanities (MI)
IKARIS, DESPOINO SPANOS
Kingsborough Community College (NY)
ILLERT, PAUL
St. Louis Community College (MO)
IRELAND, MICHAEL R.
Dawson Community College (MT)
IRLEN, HARVEY S.
Oakton Community College (IL)
IRWIN, MILLARD
Cabrillo College (CA)
ISRAEL, M. McKELLAR
Sandhills Community College (NC)

JACOT, ROBERT E.
Triton College (IL)
JALLINGS, ELIZABETH F.
Madison Area Technical College (WI)
JAMES, GARY
Honolulu Community College (HI)
JANOSOV, ROBERT A.
Luzerne County College (PA)
JELLEMA, LEONARD
Moraine Valley Community College (IL)
JOHNSON, BEN
Fayetteville, AR
JOHNSON, CHARLES L.
Randolph Technical College (NC)
JOHNSON, DORIS
Panama City, FL
JOHNSON, LAWRENCE JR.
Union County College (NJ)
JOHNSON, TARA A.
Southwestern College (CA)
JOHNSON, THOMAS M.
Riverside City College (CA)
JOLLY, JAMES
Shelton State Community College (AL)
JONES, JERE
Somerset County College (NJ)
JONES, RUTHE BLALOCK
Bacone College (OK)
JOY, CARLA M.
Community College of Denver (CO)
JOYCE, REVEREND RAYMOND
St. Gregory's College (OK)

KAI, FRED S.
El Camino College (CA)
KALFUS, RICHARD
St. Louis Community College (MO)
KANAHELE, EDWARD L.
Hawaii Community College (HI)
KANTER, SANFORD
San Jacinto College (TX)
KAPLAN, SUZANNE B.
Schoolcraft College (MI)
KARBER-GARDNER, DONNA
Mississippi County Community College (AR)
KASACHKOFF, TZIPORAH
Borough of Manhattan Community College (NY)
KAY, JOHN W.
Young Harris College (GA)
KAY, MARTHA
Danville Area Community College (IL)
KEHOE, THOMAS
Union County College (NJ)
KEKKE, RHONDA
Kirkwood Community College (IA)
KELLY, KAY E.
Macon Junior College (GA)
KELSO, MARK
Richland College (TX)
KENDRIS, THOMAS
Staten Island, NY
KENNY, JOHN C.
Middlesex County College (NJ)
KIDO, JANICE K.
Hawaii Community College (HI)
KIES, EDWARD J.
College of DuPage (IL)
KILGOUR, BILL
Madison Area Technical College (WI)
KILKEARY, DESMOND
Glendale College (CA)
KIME, BENNA KAY
Jackson State Community College (TN)
KINDT, SHARON
Lorain Community College (OH)
KINNEBREW, MARY JANE
San Jacinto College (TX)
KIRCHNER, LANDON C.
Johnson County Community College (KS)
KLIMAN, BERNICE W.
Nassau Community College (NY)
KNACK, JUNE
Phoenix Collexe (AZ)
KNAPP, LAWRENCE J.
Essex County College (NJ)
KNISPEL, VIVIAN V.
Brevard Community College (FL)
KNOP, ANNE
Manor Junior College (PA)
KNOUSE, EUNICE
Spartanburg Methodist College (SC)
KOCH, ALAN
Chemeketa Community College (OR)
KOCHERSPERGER, REBA
North Harris County College (TX)
KOENIG, DIANE
Columbia Greene Community College (NY)
KOGAN, FELICIA H.
Lord Fairfax Community College (VA)
KOLAR, ROBERT W.
Tricon College (IL)
KOLB, ALFRED
Quinsigamond Community College (MA)
KORN, CONSTANCE
Glendale Community College (AZ)
KOSTECKI, SILVIA
Massasoit Community College (MA)
KRAHN, ALBERT E.
Milwaukee Area Technical College (WI)
KRAMER, BARBARA G.
Sante Fe Community College (FL)
KRANZ, CARLA M.
Pasco Hernando Community College (FL)
KRIEGER, WILLIAM C.
Fort Steilacoom Community College (WA)
KUDLESS, JOSEPH
Somerset County College (NJ)
KUHNER, ARLENE E.
Anchorage Community College (AK)

LAHTI, GLENN
Macomb County Community College (MI)
LAING, JEFFREY M.
Santa Fe Community College (NM)
LAIPSON, HANNAH
Quinsigamond Community College (MA)
LANGEVIN, EDGAR
Worcester, MA
LAPAGLIA, NANCY
Daley College (IL)
LAPP, RUDOLPH M.
College of San Mateo (CA)
LARIMER, DANIEL M.
Northampton County Area Community College (PA)
LATTINVILLE, RONALD
Fashion Institute of Design and Merchandising (CA)

LAURIE, JUDITH A.
Ocean County College (NJ)
LAVIGNE, HAROLD
Western Nevada Community College (NV)
LAVISTA, DANIEL J.
Lakeland Community College (OH)
LAVRAKAS, LEFTERIS
Costa Mesa, CA
LAWRENCE, ROBERT
Jefferson Community College (KY)
LAWSON, RON
Southwestern College (CA)
LAY, WILLIAM
Kalamazoo Valley Community College (MI)
LEACH, ERNEST
Triton College (IL)
LEARY, MARY JANE
Kirkwood Community College (IA)
LEAVENS, ILLEANA
Seattle Central Community College (WA)
LEDUC, ERNEST
College of DuPage (IL)
LEE, CONNIE S.
York Technical College (SC)
LEE, LINDA HOPE
Brookhaven College (TX)
LEE, LINDA M.
Forsyth Technical Institute (NC)
LEESE, DAVID
Maui Community College (HI)
LEISTRA, RONALD M.
Portland Community College (OR)
LEONDAR, ARNOLD
Tarrant County Junior College (TX)
LEPROVOST, LAURETTE
Caldwell Community College (NC)
LEPTAK, JEFFREY
Sinclair Community College (OH)
LEVEE, DAVID M.
Broome Community College (NY)
LEVIS, R. C.
Pasadena City College (CA)
LEYSON, ELIZABETH
Fullerton College (CA)
LICCIARDOLO, RITA
County College of Morris (NJ)
LIGHTHALL, ARLENE
Mira Costa College (CA)
LINDBLAD, JERRI
Frederick Community College (MD)
LINETT, ALEXANDRA
Delaware Technical & Community College (DE)
LINNETTE, VALLETA H.
Mesa College (CA)
LIPKIS, JOYCE
Santa Monica College (CA)
LIPPERT, NANCY
Scottsdale, AZ
LOFARO, DOMINIC
LaGuardia Community College (NY)
LOGAN, GEORGIA S.
De Anza College (CA)
LOGSDON, RICH
Clark County Community College (NV)
LOMBARDI, JAN
Miramar College (CA)
LOOMIS, PARTICIA A.
Jefferson College (MO)
LOUIS, HENRY
Kansas City Kansas Community College (KS)
LUCK, CARROLL K.
Greenville Technical College (SC)
LUDLEY, DAVID A.
Clayton Junior College (GA)
LUKENBILL, JEFFREY D.
Miami-Dade Community College (FL)
LUKIN, LEONARD
Tacoma Community College (WA)

MacKAY LIBRARY
Union County College (NJ)
MacKEDON, MICHON
Western Nevada Community College (NV)
MADER, EVA R.
North Seattle Community College (WA)
MADRIGAL, DENNIS
Puerto Rico Junior College (PR)
MAEL, PHYLLIS
Pasadena City College (CA)
MAFFETT, JIM
Rogue Community College (OR)
MALONE, PATRICIA B.
Calhoun Community College (AL)
MALYON, HARLAND
Tacoma Community College (WA)
MARAFINO, ELIZABETH A.
Tunxis Community College (CT)
MARCUS, ANNE
Edison Community College (FL)
MARMOLEJO, FRANK A.
Saddleback Community College (CA)
MARONDE, DOREEN
Kirkwood Community College (IA)
MARQUARDT, L. R.
Denver, CO

MARSHALL, CYNTHIA
Skyline Community College (CA)
MARTY, MYRON
Drake University (IA)
MATTEI, CARLOS RAMOS
University OF Puerto Rico (PR)
MATTHEWS, MARY F.
Illinois Central College (IL)
MAXYMUK, WALTER
Ocean County College (NJ)
MAY, TIMOTHY
Yuba Community College District (CA)
McANINCH, JERRY B.
Midlands Technical College (NC)
McARDLE, ELLEN C. NUGENT
Somerset County College (NJ)
McCAUGHNA, JILL
City College of San Francisco (CA)
McGLOCKLIN, GARY
Bellevue Community College (WA)
McGLYNN, ANGELA P.
Mercer County Community College (NJ)
McCOLLUM, NANCY
Pikes Peak Community College (CO)
McCOMBS, CAROL
Tri-County Technical College (SC)
McGRATH, DENNIS
Community College of Philadelphia (PA)
McKAY, KATHRYN
Kirkwood Community College (IA)
McKENDRY, JOHN
County College of Morris (NJ)
McKINNEY, DAPHNE
New York Community College (NY)
McKISSICK, GRACE
Front Range Community College (CO)
McMANUS, JOHN
Umpqua Community College (OR)
McMULLEN, HAROLD G.
Lord Fairfax Community College (VA)
McNAMARA, LOIS LAMMERS
Valencia Community College (FL)
McNAMARA, OWEN
Herkimer County Community College (NY)
McWHIRT, MARY CAROL
Sinclair Community College (OH)
MEEKS, JOYCE D.
Frederick Community College (MD)
MELCHOR, CAROLYN
Tidewater Community College (VA)
MELTZER, SHARON B.
Chicago, IL
MEMORIAL LIBRARY
Bethany Lutheran Library (MN)
MEREDITH, BERNARD
North Greenville College (SC)
MERRILL, MARTHA C.
Community College of Morris (NJ)
MEYERS, PAULA
San Diego Mesa College (CA)
MIDTOWN LIBRARY
Shelby State Community College (TN)
MILES, CELIA
Asheville-Buncome Technical Institute (NC)
MILLER, ADAM DAVID
Laney College (CA)
MILLER, BONNIE
Highline Community College (WA)
MILLER, GUNHILD
Rockland Community College (NY)
MILLER, JIMMY H.
New Mexico State University (NM)
MILLER, JOHN
Umpqua Community College (OR)
MILLER, MARIA B.
Jefferson Community College (KY)
MILLER, ROSEMARY
NJ Consortium on the Community College, Inc. (NJ)
MILTON CAMPUS LRC
Pensacola Junior College (FL)
MITCHELL, GRACE N.
Cabrillo College (CA)
MITTETSTET, STEVE
Richland College (TX)
MOBLEY, LAWRENCE W.
Macon Junior College (GA)
MOLANPHY, HELEN
Richland College (TX)
MOLLOY, MICHAEL
Kapiolani Community College (HI)
MONAGHAN, MARY O.
Central Oregon Community College (OR)
MONNIN, LLOYD N.
Clark Technical College (OH)
MONROE COMMUNITY COLLEGE LIBRARY
Rochester, NY
MONTEIRO, GLORIA
Montgomery College (MD)
MONTGOMERY, KATHERINE
Davidson County Community College (NC)
MONTGOMERY, PAUL
University of Minnesota Technical College (MN)
MOODY, JOCELYN K.
Douglas, GA

MOORE, BRENDA B.
Wilkes Community College (NC)
MOORE, REGINA
Bergen Community College (NJ)
MOORE, W. T.
Whatcom Community College (WA)
MORAN, CHARLES
University of Massachusetts (MA)
MOREMEN, MERRILL R.
Fullerton College (CA)
MORGAN, DAN
Scott Community College (IA)
MORIARTY, DANIEL
Triton College (IL)
MORRELL, REX
Murray State College (OK)
MOULTON, JANICE
Golden Gate University (CA)
MULKEY, GWENDEL D.
Tarrant County Junior College (TX)
MULLIN, MARJORIE M.
Cape Cod Community College (MA)
MUNDHENK, ROBERT T.
Northampton County Area Community College (PA)
MUNCK, TOM
Blue Mountain Community College (OR)
MUNOZ, KAREN JEAN
Florida Junior College (FL)
MURDACH, JO ANN J.
Hayward, CA
MURPHY, BARBARA
Portland Community College (OR)
MURPHY, MIRIAM L.
New Jersey Committee for the Humanities (NJ)
MYERS, DAVID HENRY
Brooklyn, NY

NAGEL, SUSAN
Dutchess Community College (NY)
NAKAMURA, CAROLINE C.
Kauai Community College (HI)
NATIONAL HUMANITIES ALLIANCE
Washington, DC
NEELEY, MATTHEW
Lord Fairfax Community College (VA)
NELSON, BONNIE A.
Glendale Community College (AZ)
NELSON, RAY
Mt. Hood Community College (OR)
NEMEYER, DONALD
Essex County College (NJ)
NEWCOMER, GRACE
Westchester Community College (NY)
NIBLEY, LINDA S.
Glendale Community College (CA)
NICKLAUS, CAROL
Amarillo College (TX)
NICOLAIDIS, JUDITH
San Diego, CA
NIEMAN, NANCY DALE
Santa Monica College (CA)
NIMZHINSKY, HOWARD
Kingsborough Community College (NY)
NORTHERN MARIANAS COLLEGE LIBRARY
Saipan, CM
NORTON, JOHN
Moraine Valley Community College (IL)

O'BERRY, GREGORY H.
Florida Keys Community College (FL)
O'BRIAN, LEONARD
Elgin Community College (IL)
O'BRIEN, WILLIAM A.
J. Sargeant Reynolds Community College (VA)
O'CONNELL, THOMAS
State University of Agriculture & Technical College (NY)
O'DELL, CELESTE
Chemeketa Community College (OR)
O'DONNELL, GEORGE
Kapiolani Community College (HI)
OELKE, KARL
Union County College (NJ)
O'HANLON, LARRY
Fullerton College (CA)
OLAFSON, PAT
San Diego Mesa College (CA)
OLIVEREZ, JUAN
Hartnell College (CA)
OLIVI, ALFRED
Essex County College (NJ)
OLSZEWSKI, BERNARD
Hilbert College (NY)
OLYMPIC COLLEGE
Bremerton, WA
O'NEIL, KATHERINE B.
Harcum Junior College (PA)
O'NEILL, JAMES
Umpqua Community College (OR)
OPPER, EDWARD
Nicolet College (WI)
OSBORN, FRANCES P.
Monroe Community College (NY)
O'SULLIVAN, WAYNE
Eggertsville, NY

OSWALD, BETTY
Mississippi Gulf Coast Junior College (MS)
O'TOOLE, K. B.
Brandywine College (DE)
OWEN, BETTY
Broward Community College (FL)

PACE, BARNEY
Manhattan Community College (NY)
PARK, JOHN
Ulster County Community College (NY)
PASCAL, NANETTE R.
Richland College (TX)
PASCH, WILLIAM A.
Clayton Junior College (GA)
PASQUA, THOMAS M.
Southwestern College (CA)
PATEL, MONIKA
Oakton Community College (IL)
PATTON, JOHN J.
Atlantic Community College (NJ)
PATTON, LARRY
Butler County Community College (KS)
PEACOCK, CAROLINE
South Florida Junior College (FL)
PECORINO, PHILIP A.
Queensborough Community College (NY)
PELFREY, BOB
Cuesta Community College (CA)
PELLETIER, GASTON
SUNY Agricultural & Technical College (NY)
PELTON, MARGARET M.
Miami-Dade Community College (FL)
PENNINO, EILEEN M.
Norwalk Community College (CT)
PERABO, GEORGE W.
Ocean County Community College (NJ)
PERKINS, JOHN K.
Marymount Palos Verdes College (CA)
PERRENOD, VIRGINIA M.
North Harris County College (TX)
PERRY, JAMES
Hillsborough Community College (FL)
PETERSEN, JANICE T.
Honolulu Community College (HI)
PETERSON, ALAN J.
North Dakota State School of Science (ND)
PETERSON, ART
Middlesex County College (NJ)
PETERSON, JOHN E.
Long Beach City College (CA)
PETIT, SUSAN
College of San Mateo (CA)
PFEIFFER, RAYMOND S.
Delta College (MI)
PICKENS, PHYLLIS
Burlington County College (NJ)
PIERCE, MARTHA J.
North Harris County College (TX)
PIETAK, RAYMOND A.
Community College of Philadelphia (PA)
PINDERHUGHES, JULIA
Union County College (NJ)
PINNEY, WILSON G.
College of San Mateo (CA)
PLEIER, MARY
Texas State Technical Institute (TX)
PLUNKETT, CHARLES R.
Canada College (CA)
PLUNKETT, HELEN C.
Berkshire Community College (MA)
POGUE, BARBARA G.
Essex County College (NJ)
POPP, R. J.
Community College of Allegheny County (PA)
PORTOLAN, JANET S.
Fullerton College (CA)
POST, GAINES JR.
Claremont-McKenna College (CA)
POTTERTON, JIM
San Jose City College (CA)
POWERS, LOIS
Fullerton College (CA)
PRAGER, CAROLYN
Hudson County Community College (NJ)
PREISSER, THOMAS M.
Sinclair Community College (OH)
PRENDERGAST, NANCY
Triton College (IL)
PRESKORN, BARBARA
Community College of Denver (CO)
PRESLEY, HORTON
Dalton Junior College (GA)
PPESTWICH, LARRY B.
Northeastern Junior College (OR)

QUAN, HENRY
San Francisco, CA

QUEARY, LOUIS B.
Central Oregon Community College (OR)
QUINTANA, YAMILE
Miami-Dade Community College (FL)

RABB, THEODORE K.
Princeton University (NJ)
RAGER, ERNEST
Richland College (TX)
RAIFORD, NORMAN G.
Greenville Technical College (SC)
RAMIREZ, DIANE N.
College of the Desert (CA)
RASSWEILER, ANNE D.
CCHA Staff (NJ)
RATHBURN, FRAN
Kilgore College (TX)
REDMOND, MICHAEL D.
Bergen County Community College (NJ)
REEB, RICHARD JR.
Barstow Community College (CA)
REID, BARBARA
De Anza College (CA)
REHBEIN, EDITH S.
Middlesex County College (NJ)
REID, JANICE
Clark County Community College (NV)
REICHARD, MAX
Delgado Community College (LA)
REMING, PATRICIA A.
San Diego Mesa College (CA)
RENKER, FRED
Delta College (MI)
ROWE, DREW
James Sprunt Technical College (NC)
RHOADES, STEPHEN
Illinois Valley Community College (IL)
RHYAN, DONALD
Kansas City Community College (KS)
RICKARD, KAY W.
Goldey Beacom College (DE)
RIEDLING, GERALD L.
Jefferson Community College (KY)
RIGIK, ELNORA
Brandywine College (DE)
RIGSBY, MARY BETH
Tri-County Technical College (SC)
RIKER, RICHARD
Brandywine College (DE)
RISSOVER, FREDRIC
St. Louis Community College (MO)
RIVERS, LOUIS
New York City Technical College (NY)
ROBINSON, DICK
Southwestern College (CA)
RODRIQUEZ, ZANE
Cape Cod Community College (MA)
ROEDER, GORDON
North Dakota State University (ND)
ROGAL, SAMUEL J.
Illinois Valley Community College (IL)
ROLSTON, JOHN
Anchorage Community College (AK)
RONE, GINA SMITH
Kilgore College (TX)
ROOKS, SHARON E.
Edison Community College (FL)
ROSENBLITHE, ANITA
Somerset County College (NJ)
ROSENTRATER, DOUGLAS B.
Harrisburg Area Community College (PA)
ROSENWASSER, MARIE
North Seattle Community College (WA)
ROSS-HARRINGTON, MELINDA L.
Hocking Technical College (OH)
ROSSMAN, NEIL
LaGuardia Community College (NY)
ROTEN, MARY W.
Virginia Highlands Community College (VA)
ROWE, DREW
James Sprunt Technical College (NC)
RUBIN, DEBORAH
Nassau Community College (NY)
RUIZ, RICHARD B.
Bakersfield College (CA)
RYAN, LOIS
Manchester Community College (CT)

SAENZ, SAUL
Instituto De La Conducta (PR)
SALZINSKI, JUDITH B.
Orange Coast College (CA)
SANBORN, DONALD H.
Loop College (IL)
SANDERSON, CATHERINE
Northern Essex Community College (MA)
SANTELLI, ROBERT
Middlesex County College (NJ)
SARGEANT, CHARLOTTE W.
Greater New Haven State Technical College (CT)
SAUNDERS, JANE C.
Orange County Community College (NY)

SCALES, LURA
Hinds Junior College (MS)
SCALZITTI, EDMOND J.
Truman College (IL)
SCANLON, N. CATHERINE
Hudson Valley Community College (NY)
SCARBOROUGH, MARGARET
North Seattle Community College (WA)
SCHERTZ, LEANNE
Illinois Central College (IL)
SCHIWEK, BEATE A.
Greensboro, NC
SCHMELTEKOPF, DONALD D.
Mars Hill College (NC)
SCHMIDT, ROGER L.
San Bernadino Valley College (CA)
SCHMONSKY, PAM COLLINS
Columbia Greene Community College (NY)
SCHNEIDER, C. F.
The Victoria College (TX)
SCHNEITER, FRAN
Jefferson Community College (KY)
SCHNEITER, LISA
Jefferson Community College (KY)
SCHULTE, M.T.G.
Montgomery College (MD)
SCHULTZ, ELAINE D.
Montgomery County Community College (PA)
SCHULZ, JAMES A.
Chicago, IL
SCHUPBACH, DEANNA
Del Mar College (TX)
SCOTT, JUDITH O.
Sandhills Community College (NC)
SCULL, SHARON D.
Glendale Community College (CA)
SEABROOK, JOHN H.
Essex County College (NJ)
SEARS, TOM
Kirkwood Community College (IA)
SEELOS, MARY R.
Glendale Community College (CA)
SEITZ, MICHAEL
Passaic County Community College (NJ)
SELCOE, RICHARD J.
Union County College (NJ)
SELTZER, MADELINE
Manor Junior College (PA)
SHANNON, MARY LOUISE
Florida Junior College (FL)
SHEPPARD, JUNE M.
Denver, CO
SHEPPARD, WILLIAM A.
Denver, CO
SHERKOW, SARA S.
Madison Area Technical College (WI)
SHIELDS, EVELYN
Delta College (MI)
SIDDEEK, MARIA
Denver, CO
SILVERMAN, LOUISE C.
Ocean County College (NJ)
SIMONSEN, MARTHA
William Rainey Harper College (IL)
SIMPSON, DELORES
Tarrant County Junior College (TX)
SIMPSON, MARY
Rock Valley College (IL)
SKINNER, EDYTH
County College of Morris (NJ)
SLAUGH, CAROLE J.
North Harris County College (TX)
SLAUGHTER, JOHN ETTA
St. Philip's College (TX)
SLOAN, DOUGLAS
Columbia University (NY)
SLONECKER, WILLIAM G.
Richland College (TX)
SMELSER, PHILIP S.
Glendale Community College (AZ)
SMITH, ANNELIESE
SUNY at Cobblestone (NY)
SMITH, DONALD L.
Lakeland Community College (OH)
SMITH, DOREEN
Northampton Community College (PA)
SMITH, DORIS MAE
Colorado Northwestern Community College (CO)
SMITH, MARINA V.
Antelope Valley College (CA)
SMITH, MARSHALL W.
Calhoun State Community College (AL)
SMITH, MICHAEL W.
St. Philip's College (TX)
SMITH, NORMAN K.
Delaware County Community College (PA)
SMITH, PETER H.
Ocean County College (NJ)
SMITH, PHILIP E.
St. Louis Community College (MO)
SMITH, RONALD C.
Anchorage Community College (AK)
SMYRNIOS, ARLEIGH
Kalamazoo Valley Community College (MI)
SNEAD, RONALD
Cayuga County Community College (NY)
SOLGANICK, HARVEY
Dallas County Community College (TX)

SPARKS, VIRGINIA B.
Technical College of Alamance (NC)
SPEAR, MARTIN
Community College of Philadelphia (PA)
SPILLANE, GEORGE T.
Delaware County Community College (PA)
SPIVACK, MARCIA B.
Delaware Technical & Community College (DE)
SPOERL, LINDA
Highline College (WA)
STAPLETON, THOMAS
Walters State Community College (TN)
STARK, THOMAS
Loop College (IL)
STEPHENSON, ANN
Southwest College (CA)
STEVENS, GREGORY I.
SUNY at Albany (NY)
STEVENS, SUSANNE
Skyline College (CA)
STEWART, DOROTHY
Aims Community College (CO)
STIETZEL, ERIC R.
Foothill College (CA)
STOCK, JEROLD
Southern West Virginia Community College (WV)
STORINGER, RICHARD L.
Oakton Community College (IL)
STOUT, BARBARA
Montgomery College (MD)
STRANGEMAN, HAROLD
Lake Land College (IL)
STROLLE, JOHN
Russell Sage College (NY)
STUHR, MARGARET
Goldey Beacom College (DE)
SULLIVAN, CHARLES
Community College of Rhode Island (RI)
SUTCLIFFE, R. GREGORY
Lehigh County Community College (PA)
SUTTLE, BRUCE B.
Parkland College (IL)
SUTTON, DAVID O.
Valencia Community College (FL)
SWEENEY, WILLIAM R.
Greenfield Community College (MA)
SWISHER, GLORIA
Shoreline Community College (WA)
SYLTE, JUDITH A.
North Idaho College (ID)
SYNNESTVEDT, JUSTIN
Moraine Valley Community College (IL)

TAMARKIN, TOBY
Manchester Community College (CT)
TARVIN, JAMES
Orange County Community College (NY)
TATE, BENJAMIN B.
Macon Junior College (GA)
TAYLOR, GORDON
Yuba College (CA)
TEAFF, CAROL
West Virginia Northern College (WV)
TERHUNE, ROBERT
Houston Community College (TX)
TERREY, JOHN N.
State Board for Community College Education (WA)
TERWILLIGER, LEATHA
Mott Community College (MI)
TEVEROW, PAUL
Missouri Southern State College (MO)
THAGARD, SYLVIA
Rockingham Community College (NC)
THAYER, RUSSELL L.
Delta College (MI)
THOMAS, JOHN B.
Davidson County Community College (NC)
THOMASON, CONRAD
Blue Mountain Community College (OR)
THOMPSON, FRED
Peninsula College (WA)
THORNE, C. SHELDON
Golden West College (CA)
THORNTON, J. FRANK
Houston Community College System (TX)
THORNTON, LINDA
South Oklahoma City Junior College (OK)
TOBUREN, DON
Pikes Peak Community College (CO)
TOMLINSON, LARRY
Clark County Community College (NV)
TORRES DE JAVIER, OLGA
Colegio Universitario Metropolitano (PR)
TOWER, GAEL
South Seattle Community College (WA)
TRACHY, CAROLE LAW
Valencia Community College (FL)

TRASK, DAVID S.
Greenville Technical College (SC)
TRAUGH, ARTHUR
Hocking Technical College (OH)
TREECE, PAUL R.
Granville, OH
TUCKER, BETTY JO
San Diego Mesa College (CA)
TURLEY, G. PASHA
Southwestern Community College (CA)
TURMELL, HOWARD A.
Foothill Community College (CA)
TWIGG, HELEN
Valencia Community College (FL)

UHLIR, FRAN
Tompkins Cortland Community College (NY)
ULISSE, PETER
Housatonic Community College (CT)

VAN BUREN, BETTYE J.
Hostos Community College (NY)
VANDERGRIFF, JIM
Wentworth Military Academy (MO)
VANDERMAST, ROBERTA
Valencia Community College (FL)
VANTINE, DIANE
Aims Community College (CO)
VERTLIEB, KARISA
Scottsdale Community College (AZ)
VILLADSEN, ALICE W.
John C. Calhoun State Community College (AL)
VILLANUEVA, ALFREDO
Hostos Community College (NY)
VIRCHIS, WILLIAM A.
Southwestern College (CA)

WAGER, JOHN
Triton College (IL)
WAGNER, DIANE
Wilkes Community College (NC)
WALDROP, MARY
Tyler Junior College (TX)
WALKER, MARIANNE
Henderson Community College (KY)
WALLIN, DESNA L.
Lincoln Land Community College (IL)
WALSH, ANTHONY W.
Troy, NY
WALTER, JAMES
Sinclair Community College (OH)
WALTER, JUDITH M.
New York City Technical College (NY)
WALTERS, DENZIL
Shoreline Community College (WA)
WALTZ, CANDACE
Miramar College (CA)
WARD, MARILYN S.
Brookhaven College (TX)
WARREN, DAVID H.
Sacramento City College (CA)
WATERS, DEE
Delgado Community College (LA)
WATKINS, JEFF
Mt. Hood Community College (OR)
WATSON, S. CHRYSTAL
Pasadena City College (CA)
WATSON, DOROTHY J.
Tulsa Junior College (OK)
WATSON, MAXINE
Mt. Hood Community College (OR)
WAUGH, GLORIA E.
Austin Community College (TX)
WAUGH, SUSAN W.
St. Louis Community College (MO)
WEATHERBIE, KEN C.
Del Mar College (TX)
WEEKS, RICHARD
Northeast Community College (WY)
WEILAND, STEVEN
Federation of Public Programs in the Humanities (MN)
WEINSTEIN, ROCHELLE
Borough of Manhattan Community College (NY)
WENTZ, REID
Midlands Technical College (SC)
WHEELER, JOHN F.
Union County College (NJ)
WHISNANT, ROBERT
Eastfield College (TX)
WHITE, DARRINGTON W.
San Antonia, TX
WHITE, FRANK
Queensborough Community College (NY)
WHITE, HAROLD A.
Massachusetts Bay Community College (MA)
WHITFIELD, ASHLEY E.
Davidson County Community College (NC)
WHITMAN, KAREN
Dundalk Community College (MD)
WICKETT, KATHRYN LINDA
Miami-Dade Community College (FL)
WICKHAM, DAVID
Mountain View College (TX)

WIENBROCK, LORRAINE
The Berkeley School (NY)
WILL, NORMAN
Union County College (NJ)
WILLIAMS, JAMES C.
Gavilan College (CA)
WILLIAMS, MARGARET D.
Genesee Community College (NY)
WILLIAMS, MARY
Tarrant County Junior College (TX)
WILLIAMS, RICHARD L.
Glendale Community College (CA)
WILSON, ARNOLD
University College (OH)
WILSON, JOHN K.
Mott Community College (MI)
WINN, ROBERT
College of the Redwoods (CA)
WINTERS, DONALD
Minneapolis Community College (MN)
WISE, JUDITH BREISCH
Clark Technical College (OH)
WISE, W. MAX
Stonington, CT
WITT, STANLEY P.
Pima Community College (AZ)
WIZANSKY, RICHARD M.
Greenfield Community College (MA)
WOLFE, KEVIN F.
Greater Hartford Community College (CT)
WOLFE, KIRKE
Portland Community College (OR)
WOMACK, NANCY
Isothermal Community College (NC)
WOOD, KATHY S.
Paducah Community College (KY)
WOZNIAK, STEPHEN F.
Palomar College (CA)
WREN, LESTA C.
Monroe Community College (NY)
WRIGHT, FRANK
Delgado Community College (LA)

YAMMAMOTO, LOUISE F.
Kapiolani Community College (HI)
YANOFF, KARIN L.
Philadelphia, PA
YOUTH, HELEN
Montgomery College (MD)
YOUNG, MARILYN M.
Catonsville Community College (MD)

ZANDY, JANET
Monroe Community College (NY)
ZIEGLER, LINDA K.
Tyler Junior College (TX)
ZIMMERMAN, ANDREW D.
Delaware Technical & Community College (DE)
ZIMMERMAN, DANIEL
Middlesex County College (NJ)
ZIMMERMAN, ROGER V.
Lewis & Clark College (IL)
ZIRNITE, GEORGE
Union County College (NJ)
ZOPPI, JOHN
Union County College (NJ)
ZUSSMAN, STEVEN
Oakland Community College (MI)

Constitution of
THE COMMUNITY COLLEGE HUMANITIES ASSOCIATION

Article I — NAME OF ASSOCIATION

The name of this organization shall be THE COMMUNITY COLLEGE HUMANITIES ASSOCIATION.

Article II — PURPOSE

Section 1. The purpose of the Community College Humanities Association shall be to promote the exchange of ideas and to encourage creative and scholarly activity in the humanities, to facilitate the professional work of teachers of the humanities, and otherwise to advance the humanities in community and two-year colleges by whatever means appropriate.

Section 2. The purpose of the Association is exclusively educational, literary, and scientific within the meaning of section 501 (c) 3 of the Internal Revenue Code of 1954.

Section 3. The purpose of the Association shall be served by

a. The holding of regular meetings at which addresses, papers, and discussions of significance to humanities education and scholarship are presented;
b. The publication of the proceedings, a newsletter, as well as such additional items as may be germane to the purpose of the Association;
c. The work of the national office and of the standing and special committees of the Association;
d. The sponsoring of projects addressing particular needs in the teaching of the humanities;
e. Such other means as may be deemed appropriate by the Board of Directors.

Article III — MEMBERSHIP

Section 1. Membership is open to any one interested in the purposes of this Association. Individuals and institutions shall become members upon the Executive Director's receipt of dues.

Section 2. The privilege of voting at a divisional business meeting and receiving mail ballots of that division shall be limited to members geographically located within that division, as specified in Article IV, 2.

Section 3. The annual dues of members shall be fixed by a majority vote of the Board of Directors of the Association.

Article IV — MEETINGS OF THE ASSOCIATION

Section 1. The Community College Humanities Association shall hold regular meetings each year, ordinarily one in or near each geographical division.

Section 2. For the purpose of planning programs and making other arrangements for the regular meetings of the Association, as specified in Section 1, there shall be respectively a Central Division (IL, IN, IA, MI, MN, MO, NB, ND, OH, SD, WI), an Eastern Division (CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, PR, RI, VT), a Pacific-Western Division (AK, AZ, CA, HI, ID, MT, NV, OR, UT, WA, WY), a Southern Division (AL, FL, GA, KY, MS, NC, SC, TN, VA, WV), and a Southwestern Division (AR, CO, KS, LA, NM, OK, TX).

Section 3. Each regular meeting shall include an appropriate humanities program, a business meeting, and such other events as the divisional executive committee may deem fitting and consonant with the purposes of the Association. At each business meeting reports of the Board of Directors on the affairs of the Association and of the divisional executive committee on the affairs of the division shall be presented.

Section 4. Times and locations of the meetings arranged by the division shall be set by the divisional executive committee in consultation with the national office of the Association.

Section 5. Special meetings of the division or of the national Association may be called, given at least 60 days notice to the membership. Special national meetings may be called by the Board of Directors; special divisional meetings may be called jointly by the Board and the executive committee of the division.

Article V — OFFICERS OF THE DIVISIONS

Section 1. Each division shall elect officers at the regular business meeting of the Association which is arranged by that division. It shall be free to determine offices and manner of nomination for office, provided that

a. The responsibility for the affairs of the division be entrusted to an executive commmittee which shall include at least a president and a secretary.
b. The terms of the president and of the secretary of the division are two years and staggered;
c. No divisional officer shall serve more than two successive terms in the same office; and
d. The officers be chosen from among the members of the Association in that division.

Section 2. Each division shall be free to determine the duties of its officers, provided that

a. The president prepare a report to be delivered at the regular business meeting of his/her division and to be published subsequently in the proceedings of the Association.
b. The secretary keep records of the division and serve as an associate editor of the proceedings of the Association.
c. The executive committee assume responsibility for arranging the regular meetings held in its division, including, in so far as feasible, the raising of such funds as are needed for defraying the expenses of the meeting; and
d. The duties of divisional officers specified under articles VI and VII be performed.

Article VI — THE BOARD OF DIRECTORS

Section 1. The governing body of the Community College Humanities Association shall be a Board of Directors, all of whom are members of the Association. It shall be composed as follows:

The president of each division, during his/her term of office.

Others as nominated by the Board and elected by the membership for terms of not more than three years.

Ex officio, the Executive Director of the Association, elected for a three-year term by the Board of Directors.

The Chairman/woman (hereinafter designated as "Chair") of the Board of Directors elected for a three-year term by the Board of Directors from among the present or past presidents of the divisions. (The terms of the Chair and the Executive Director are to be staggered.)

Section 2. The Board of Directors shall not consist of more than eleven members. A majority of the members of the Board shall be considered a quorum.

Section 3. The Board of Directors shall meet at least once each year.

Section 4. The Executive Director of the Association shall maintain the national office of the Association, keep membership records, serve as treasurer of the Association, serve as editor of the publications of the Association, and carry out such other duties as the Board of Directors may require of him/her.

Section 5. The Chair of the Board of Directors shall be the chief executive officer of the Community College Humanities Association. He/she shall preside at meetings of the Board of Directors, appoint (with the advice and consent of the Board of Directors) members and chairpersons of the committees of the Association, and perform such other duties as specified by the Board of Directors.

Section 6. The Board of Directors shall have the power to appropriate funds from the treasury, to review the actions of the committees, the divisional officers, and the Executive Director of the Association, and to exercise all powers not herein assigned to other parties.

Section 7. The Board of Directors may appoint an executive committee to handle such matters that do not require the attention of the full Board.

Article VII — COMMITTEES OF THE ASSOCIATION

Section 1. There shall be three standing committees of the Association, as follows:

The Committee on Publications;
The Committee on Research and Development;
The Committee on the Status and Future of
Humanities Education in Community Colleges.

Section 2. Detailing the charges to the standing committees shall be the duty of the Board of Directors.

Section 3. Members of the standing committees shall be appointed from among the members of the Association for three-year terms.

Section 4. The Board of Directors may authorize the appointment of special committees as deemed necessary.

Article VIII — BYLAWS OF THE DIVISIONS

Section 1. Each division shall have an executive committee that must include, but is not limited to, the president and secretary of the division and the chairpersons of the standing committees specified in Section 3.

Section 2. The executive committee of each division shall meet at least once a year.

Section 3. The standing committees of each division shall include
The Program Committee for the Annual Meeting;
The Local Arrangements Committee for the Annual Meeting;
The Committee on Membership.

Section 4. The president of the division shall appoint, with the advice and consent of the executive committee, members and chairpersons of all committees.

Section 5. A division may adopt such other divisional bylaws as it sees fit, including bylaws for amending and adding bylaws, the changes to be effective unless, within a twelve-month period, the Board of Directors of the Association determines that they are not consonant with the purpose of the Community College Humanities Association or are not consonant with the constitution of the Association.

Section 6. The current edition of *Robert's Rules of Order* governs the divisions (and the Association) in all parliamentary situations.

Article IX — AMENDMENTS

Section 1. This constitution may be amended by two-thirds majority vote of the total votes cast at the regular business meetings of the five divisions, provided that the meetings occur within a given twelve-month period.

Section 2. Amendments to this constitution may be proposed only by a divisional business meeting, a divisional executive committee, the Board of Directors of the Association, or members presenting a petition carrying the signatures of at least thirty members of the Association to a divisional business meeting, a divisional executive committee, or the Board of Directors.

Section 3. Any proposal for amendment of this constitution must be announced to the members of the Association at least one month in advance of the first divisional business meeting at which a vote is to be taken.

Article X — RATIFICATION

Section 1. This constitution is to be ratified by a vote at the first regular meeting of each division. The constitution must be passed by a majority of those voting in each of three of the five divisions, and by a cumulative majority of the total votes cast in all five divisions.

Section 2. Only those association members present at the divisional meetings may vote on the ratification of this constitution.

Duties of Standing Committees

The Committee on Research and Development

This committee will work to promote the aims of the Community College Humanities Association by soliciting and disseminating ideas on the humanities and ways the teaching of the humanities can be advanced in community colleges. In particular, the committee shall do the following:

1. Determine the problems and concerns of faculty as these pertain to teaching, curriculum development, scholarship in the humanities, and collaboration with other educational institutions;

2. Consider ways for the identification and development of materials of instruction for the teaching of the humanities in community colleges;

3. Make such recommendations as it deems proper to the Board of Directors concerning programs the Association may appropriately take to strengthen the humanities in community colleges, especially as this relates to teaching;

4. Assist the Board in identifying humanities faculty in two- and four-year colleges who have done distinguished work in curriculum development and in teaching;

5. Respond to requests made to the Association for information germane to the teaching of the humanities in community colleges; and

6. Keep itself informed about the work of the other standing committees of the Association.

The Committee on the Status and Future of Humanities Education in Community Colleges

It shall be the responsibility of this committee to keep itself and the officers and members of the Community College Humanities Association informed about, and to make recommendations concerning, trends in the undergraduate study of the humanities, particularly in community colleges. It shall do so by conducting statistical surveys—at appropriate intervals, by reporting on research, and by staying abreast of changes in undergraduate education in two-and four-year colleges as these changes are reported in publications, by professional associations, and by various agencies. The committee shall also keep itself, the officers, and the members of the Association informed about the existing employment conditions of humanities teachers in community colleges, and about employment prospects in community colleges for those trained in the humanistic disciplines.

The Publications Committee

It shall be the responsibility of this committee to develop and recommend policies to the Board of Directors regarding the publications of the Association. In addition, it shall assist the editor(s) of Association publications in determining issues to be addressed, in securing writers, and in other areas pertinent to the publications. The committee members shall also serve as editorial advisers.

Standing Committees of the Association

The Committee on Research and Development

Myrna Goldenberg, Chair
Montgomery College (MD)

Barbara Bilson
Santa Monica College (CA)

M. Thomas Cooper
Monroe Community College (NY)

Kathy Earley
Middlesex County College (NJ)

Rhonda Kekke
Kirkwood Community College (IA)

Bruce B. Suttle
Parkland College (IL)

The Committee on the Status and Future of Humanities Education in Community Colleges

Donald Porter, Chair
College of San Mateo (CA)

Janice Allen
Seminole Community College (FL)

Margaret Boegeman
Cypress College (CA)

Thomas Boghosian
Atlantic Community College (NJ)

Linda Spoerl
Highline College (WA)

Jimmie C. Styles
Tarrant County Junior College (TX)

Susan Waugh
St. Louis Community College/ Meramec (MO)

The Committee on Publications

Frances P. Osborn, Chair
Monroe Community College (NY)

Billy Dowdy
McLennan Community College (TX)

Richard C. Ford
Muskegon Community College (MI)

Judith Jeffrey Howard
Arlington (VA)

Janice K. Kido
University of Hawaii at Hilo (HI)

John N. Terrey
State Board of Community College Education (WA)

Alice Villadsen
John C. Calhoun State Community College (AL)

Arnold Wilson
University of Cincinnati (OH)

Please enroll me as a member of the CCHA and enter my subscription to the *Community College Humanist* and the *Review and Proceedings* of CCHA. My dues of $15 are enclosed.

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FIELD: _____

TYPE OF WORK: _____

Cut or tear here and mail to CCHA, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130.

Dues are tax deductible.

Please list the names and addresses of others you think would be interested in the Association.

Name _____

Address _____

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Name _____

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_____

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